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ABSTRACT

By focusing on four-year colleges, academies/training centers, and community colleges, a study identified some of the duplication and gaps in public safety education in California. Survey instruments were designed to identify the current status of public safety education and elicit data regarding respondents' ideas about the desired direction that education should take. The survey instruments provided ample opportunity for respondents to make comments about various issues, and those comments were used to develop lists of issues that were centerpieces of statewide Delphi meetings of educators and practitioners to prioritize issues. The primary finding was the desire of educators and practitioners to develop some degree of standardization of the curriculum within each of the areas studied--corrections, criminal justice, and fire science. Well-organized and comprehensive training guidelines were being used throughout the state. Related to frustration with lack of standardization was a desire for better articulation between the various organizations that provided public safety education. Since standardization of the three curricula was being pursued, the remaining critical recommendation was articulation and organization of programs to achieve that articulation. (The bulk of the report consists of documents from the three Delphi meetings, curriculum data, instruments, and an expanded executive summary.) (YLB)

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Public Safety Curriculum Project

Final Report

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Prepared by
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In cooperation with Evergreen Valley College

For the Chancellor's Office
California Community Colleges
1992

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Public Safety Curriculum Project

Final Report

Public Safety Curriculum Project
Final Report

Ronald Havner, Project Director
Evergreen Valley College

Carl D. Perkins Vocational Education Act
1991 Vocational Education Special Project Contractor #90-0459

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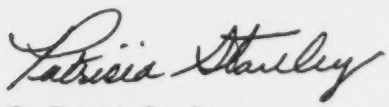
PREFACE

The Chancellor's Office, California Community Colleges, oversees all California Community College programs to ensure that they are providing students with the best education possible. This report is the culmination of a project designed to improve Public Safety education within community colleges and to improve the articulation between community colleges, four-year colleges and academies/training centers in relation to Public Safety education.

The findings that emerged from this study emphasize the shared concerns of educators in the three Public Safety fields of Corrections, Fire Science, and Law Enforcement, and identify the direction that practitioners feel education in their disciplines should take. This project was funded by Title II, Part B of the Carl D. Perkins Educational Act, P. L. 98-524, 1991, and it incorporates the findings of several other projects funded by the same Act. The Project Manager drew on the expertise of numerous professionals in the three fields and particularly on the members of the Public Safety Education Advisory Committee and the California Association of Administration of Justice Educators.

The project grant was awarded to Evergreen Valley College where it was directed by Ronald Havner, Associate Vice President, Criminal Justice Training Center. It was managed by Tonya Hilligoss, a Sociologist teaching at Sacramento City College. The overall coordination was provided by the Chancellor's Office, California Community Colleges, Vocational Education Unit, under the supervision of Leo Ruelas, Specialist in Public Safety Education .

The data contained within this document emerged from the practices and philosophies revealed by Public Safety educators in California. These findings and conclusions are part of an ongoing process of educational revision which is necessary to help the three Public Safety disciplines keep up with the rapid demographic and technological changes that affect them. We offer these findings and recommendations as resources that will help provide the basis for continued high performance on the part of educators in the Public Safety field.



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We would like to express our sincere appreciation to those Public Safety professionals who participated in the statewide meetings that were a major component of this project. Lists of the participants at each of the three meetings can be found in Appendices A, B, and C.

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FOREWORD

Public Safety education in California was developed to meet specific training needs within individual agencies and, as a result, developed in a highly fragmented manner. Not only did Corrections, Fire Science and Law Enforcement develop separate training approaches, but often each agency and school developed programs with little or no coordination with those offering similar programs. In recent years Standards and Training for Corrections (STC), the Training Division of the California State Fire Marshal's Office (CSFM), and the Commission on Peace Officers Standards and Training (POST) have worked to coordinate training within the agencies they serve, but two major problems remain. One is that many colleges, two-year as well as four-year, work only peripherally with those training organizations. This results in unnecessary duplication of coursework and allows for some gaps in overall education. The second problem is that Corrections, Fire Science and Law Enforcement have defined themselves as separate entities (even when Corrections and Law Enforcement are housed under an "Administration of Justice" department), thereby losing the educational and political support they are in a position to provide to one another. The umbrella of Public Safety education is one that encourages the three disciplines to borrow one another's pedagogical tools and join together to promote their shared political agenda.

The lack of coordination within the Public Safety fields is illustrated by the problems that exist with nomenclature and organization. Corrections and Law Enforcement are two distinct disciplines that sometimes stand alone and other times are housed together in "Administration of Justice" departments. However, "Administration of Justice" students at community colleges become "Criminal Justice" students when they transfer to four-year colleges. The curricula are compatible, but the names change. Whenever possible in this document, I will distinguish between Corrections and Law Enforcement, but there are occasions when their shared organizational affiliation must take precedence. The same principle applies to department titles. When discussing community colleges exclusively, I will refer to "Administration of Justice," but I will use the more broadly inclusive term "Criminal Justice" when including other entities.

A separate concern is that throughout this report, I refer to three areas of Public Safety when there are really four. The fourth is Hazardous Materials Training (HazMat). In this report it is discussed as a part of Fire Science, but that is not universally considered to be appropriate. For the purposes of this report, it will suffice to state that HazMat definitely falls under the umbrella of Public Safety education, but its position within the Public Safety field has not yet been clearly delineated.

INTRODUCTION

Since 1980 the Chancellor's Office, California Community Colleges has funded several major studies in the Public Safety field. The Public Safety Curriculum Project has gone beyond former studies by posing questions about pivotal issues that guide curriculum decisions, and it has provided the opportunity to address issues that interfere with the effective coordination of educational programs in these three disciplines. All three of the Public Safety fields were studied in an effort to determine the current status of Public Safety education as well as the direction practitioners in these disciplines believe that education should take. Examples of previous Law Enforcement studies are Core Courses of Study (1980 and 1988) and Critical Thinking and Writing Across the Curriculum (1989), whereas Fire Science has concentrated on Curriculum Development (1989) and the Command Series Revision (in progress). This is the first effort to integrate all three disciplines and study them as part of Public Safety education. It is becoming increasingly obvious that because educational programs in Corrections, Fire Science and Law Enforcement share the unique quality of preparing students for employment in the Public Safety fields, there are educational and political advantages to linking those disciplines together under the auspices of Public Safety education. For example, one of the main recommendations of the Fire Technology Curriculum Development Project (1989) was that Fire Technology courses should be exempted from community college enrollment caps. That is a concern shared with Corrections and Law Enforcement and one that can be more effectively argued collectively than individually. The findings of this study demonstrate that is only one of numerous shared concerns among educators in these three fields.

Practitioners in the three Public Safety fields have realized for some time that Public Safety education could be delivered in a more efficient manner if there was a better understanding of what was being taught by all organizations involved. By focusing on four-year colleges and academies/ training centers as well as community colleges, this study has been able to identify some of the duplication and gaps in Public Safety education. With the help of participants at the statewide meetings, it has also been possible to reach consensus on the areas of greatest concern within each of the three disciplines that were examined. The next step is to address the highest priorities, a process that has already started.

The following report is organized in three parts. The Executive Summary provides highly condensed statements of the major findings; the narrative reports and analyzes all significant findings; and a comprehensive Appendix is provided for those interested in examining the raw data.

Executive Summary

The Public Safety Curriculum Project was designed to identify the current status of Public Safety education in California and determine the direction educators felt it should take. The following are the major recommendations of the respondents for each of the three major Public Safety disciplines:

CORRECTIONS

- the need to develop some degree of standardization of the curriculum;
- the need for community colleges to develop better articulation with academies and training centers and investigate the possibility of integrating their programs;
- the need for community colleges to develop better articulation with four-year colleges;
- the need to differentiate between academic and training roles;
- the need to more equitably distribute educational/training funds between Public Safety agencies;
- the need to establish reliable recordkeeping procedures in education/training programs;
- the need to develop a reliable tracking system of graduates for accountability purposes;
- the need to integrate critical thinking, ethics and cultural diversity into the curriculum;
- the need to expand or introduce coursework on report writing and computer literacy.

LAW ENFORCEMENT

- the need to standardize and implement the core curriculum;
- the need to improve articulation between community colleges and academies and training centers;
- the need to investigate the possibility of community colleges sharing the same administration with academies and training centers;
- the need to improve articulation between community colleges and four-year colleges;
- the need to determine academic and training needs and how to best meet both;
- the need to establish reliable recordkeeping procedures in education/training programs;
- the need to develop a reliable tracking system of graduates for accountability purposes;
- the need to determine how to establish basic skills prerequisites without destroying programs;
- the need to integrate critical thinking, ethics and cultural diversity into the curriculum;
- the need to expand or introduce coursework on report writing, computer literacy, foreign languages for peace officers and defensive driving.

FIRE SCIENCE

- the need to develop, standardize and revise the Fire Technology curriculum;
- the need to revise program/course certification process;
- the need to revise instructor certification process and evaluation process;
- the need to improve articulation between the California State Fire Marshal's Office and the Chancellor's Office, California Community Colleges;
- the need to access outside funding sources to offset funding cuts;
- the need to improve articulation between academies and training centers, community colleges and four-year colleges;
- the need to improve articulation between community colleges and academies/training centers and investigate the possibility of sharing the same administration;
- the need to determine the most appropriate delivery system for HazMat.

Chapter 1

Project Objectives and Anticipated Outcomes

The Public Safety Curriculum Project was a comprehensive study of Public Safety education in California. The following objectives were accomplished:

- the identification of current curricula in Public Safety programs throughout California;
- the identification of current practices in Public Safety programs throughout California;
- the identification of current academic relationships between Public Safety programs in community colleges and Public Safety programs in academies and training centers;
- the identification of current academic relationships between Public Safety programs in community colleges and Public Safety programs in four-year colleges;
- the review of current guidelines established by state training agencies;
- the completion of statewide meetings of Public Safety practitioners in the areas of Corrections, Fire Science and Law Enforcement;
- the completion of a comprehensive report detailing the findings of the study.

The only objective that was not met was that of updating the 1988 job analysis study. The Board of Directors unanimously agreed that the existing analysis was conducted too recently to warrant another analysis at this time. Results of the 1988 analysis can be found in Administration of Justice: Educational Programs for Community Colleges of California which was authored by Denny F. Pace.

Current state training guidelines were reviewed for purposes of this study, but a detailed discussion of them would not be appropriate within this report. Full guidelines are available from Standards and Training for Corrections, the Commission on Peace Officers Standards and Training, and the Training Division of the California State Fire Marshal's Office.

In this study we attempted to discover whether there was a need to coordinate and standardize Public Safety programs and whether there was a need to address the difficulties of keeping up with the changing needs of Public Safety practitioners as they attempt to adapt to the shifting demographics of California and the evolving technology that affects the three disciplines studied. Those needs were identified, along with others discussed throughout this report.

Chapter 2

Methodology and Activities

This project utilized a broad-based approach to generating data in that respondents had an opportunity to answer both open-ended and close-ended questions as well as participate in face-to-face interaction about education within their disciplines. The key tools used in this study were survey instruments designed to identify the current status of Public Safety education in California and elicit data regarding respondents' ideas about the desired direction that education should take. Eleven questionnaires (five for Fire Science and six for Administration of Justice) were developed and distributed to community colleges, four-year colleges and academies/training centers with accompanying letters explaining the need for a high level of participation. One questionnaire was sent to each four-year college and academy/training center posing questions about courses taught, relationships with community colleges and how respondents thought Public Safety education should be conceptualized. Three questionnaires were sent to each community college program with one focused on curriculum, one on relationships with four-year colleges and one on relationships with academies/training centers. Colleges offering Corrections and Law Enforcement programs combined under Administration of Justice departments were sent four since they received two curriculum (Corrections and Law Enforcement) questionnaires.

After the first round of survey instruments was returned, new packets of questionnaires were distributed to non-responding organizations with letters reminding potential respondents of the importance of their participation. Further follow-up was conducted in person and by phone by the Project Director, members of the Board of Directors, the Chancellor's Office Specialist in Public Safety Education, and the Project Manager. The final return rate for the community colleges was 57% for Criminal Justice (Corrections and Law Enforcement combined) and 58% for Fire Science. The rate for four-year colleges was 45% for Criminal Justice and 0% for Fire Science. (There are only three four-year colleges in California offering degrees related to Fire Science.) The rate for academies/training centers was 53% for Criminal Justice and 100% for Fire Science. (There is currently only one active fire academy under the California State Fire Marshal's Office; all others are directly affiliated with community colleges.) Copies of all survey instruments and the primary raw data gathered by them are located in Appendices E and F.

The survey instruments provided ample opportunity for respondents to make comments about various issues, and those comments were instrumental in developing the lists of issues that were the centerpieces of the statewide meetings. Separate meetings were held for Corrections, Fire Science and Law Enforcement in which educators and practitioners from those fields met to discuss the issues and prioritize them. Prior to any discussion beyond clarification, individuals were asked to rank their concerns in order of importance, and later analysis demonstrated that participants were concerned with the lack of curricular standardization even at that point. We then introduced a modified version of the Delphi process in which we presented and discussed the issues previously identified and asked participants to individually prioritize them. Participants had the opportunity to alter the lists in any way they pleased as long as all changes were the result of group consensus, and numerous changes were made at all three meetings. Issues were added and deleted, and participants at both the Corrections and Law Enforcement meetings divided their lists into two, one emphasizing general issues and the other focusing on curriculum issues. The prioritized lists prepared by each participant were computed aggregately and averaged after each ranking session so that the resulting list reflected the collective view of the group. It is significant that after three discussions of the issues and three opportunities to prioritize them, all three groups reached consensus in the second round of ranking and maintained that consensus through the third round. That does not mean every single participant agreed with the final product, but it does demonstrate that the vast majority agreed so strongly that they maintained the order of the issues through two discussion and ranking sessions. It is also significant that the Number One priority of all three groups was the same, further illustrating the underlying similarities of the three disciplines. The Delphi meetings provided an opportunity for people from different organizations who are engaged in the same kind of work to discuss their concerns and develop a shared understanding of what their disciplines need in relation to education. However, although community colleges, academies/training centers, Public Safety agencies, and professional organizations were well represented, with only one exception, four-year colleges were not. This is a matter of concern that will be discussed later.

CHAPTER 3

PROJECT RESULTS

MAJOR FINDINGS

Although the return rate for this survey was higher than the average rate for surveys in general, caution must be exercised when generalizing the findings to the approximately 40% who did not respond. Nevertheless, the findings from the surveys are consistent with what emerged at the statewide meetings, indicating a strong possibility that the data gathered is representative of what would have been found had there been a 100% return rate.

The primary finding of this study is the desire of educators and practitioners to develop some degree of standardization of the curriculum within each of the areas studied, and it is significant

because of the strength of its support. This was the overriding concern that emerged from the survey results and the Delphi meetings in all three disciplines, and it was included repeatedly in the Comment sections of the questionnaires. Statements such as: "duplication of curriculum exists," "there is too much overlap in the content of the present curriculum," and "time and money wasted by duplicating requirements," reflect the frustration felt by educators who know they could be more effective if Public Safety education were structured differently. Duplication primarily consists of students being required to study the same material in more than one Public Safety course and possibly again in an academy, a time-consuming process that may benefit some but that frustrates many others. A related problem is the fragmentation of education that results in some material not being taught at all. There is widespread conviction that ethics, cultural diversity, and computer literacy are often overlooked.

A review of the training guidelines issued by Standards and Training for Corrections (STC), the California State Fire Marshal's Office (CSFM), and the Commission on Peace Office Standards and Training (POST) reveals that well-organized and comprehensive training guidelines are being utilized throughout the state, but primarily at academies and training centers. Many community college programs have been developed with no reference whatsoever to the guidelines. These guidelines cannot be viewed as being interchangeable with college curricula, but better familiarity with the guidelines and closer coordination with the academies and training centers that use them can enable all organizations to better serve students. Standardization is so critical in many vocational fields (e.g. Nursing, Aeronautics) that students in those college programs must complete pre-established numbers of hours of specific training. Public Safety education within colleges is not yet that controlled — and no one participating in this study advocated that it should be — but we are preparing students to engage in work in which they will sometimes be responsible for making life or death decisions, so it is imperative that there be some consistency in how and what students are taught. A similar concern is the fact that much of the curriculum is considered outdated, and there was widespread support for the "need to develop new (updated) curricul[a]."

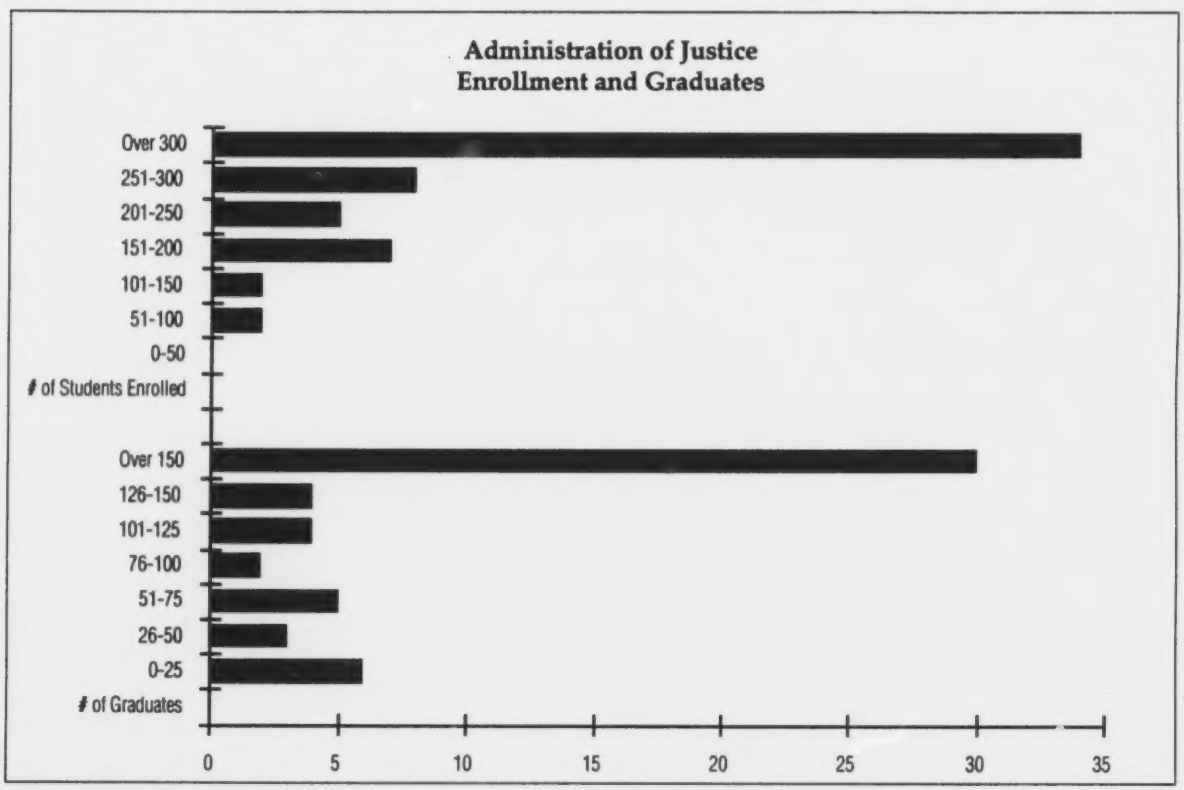
Related to the frustration with a lack of standardization is a desire for better articulation between the various organizations that provide Public Safety education. Fire Science educators, in particular, are concerned about curriculum standardization as it affects all educational organizations with which they are involved, and they would like to standardize instructor certification as well. "[The] clarification of roles of colleges/Fire Marshal/agencies [is] very important." Similarly, Corrections educators would like to integrate the delivery of community college and agency training for all correctional systems in California. Although some community colleges are not satisfied with their relationships with local academies and training centers, they do not represent the norm. Articulation is, however, a serious problem between two-year and four-year colleges. Comments such as: "no relationship exists," "there is no communications flow until a student requests information," "essentially we operate as two 'closed systems'; the students represent the only interactive component," and "some... seem to have adversarial relationships" reveal the widespread suspicion that articulation is not only absent; it may be unattainable. There are those who have more positive feelings about their relationships with four-year schools, but the vast majority believe the relationships are, at best, non-existent. This view was reinforced by respondents from four-year colleges who made comments such as: "we have little contact with our counterparts at the two year colleges. I don't view this in positive or negative terms," and "some basic courses taught as 'Cop Shop 101'; students come in unprepared in subject matter."

The two remaining major findings apply to individual disciplines. The first only concerns Corrections, but there was such strong concern that it is appropriate to list it in this section of the report. Educators in the field of Corrections are dismayed by the underemphasis on education in Corrections as compared to that in Law Enforcement. They point out that more attention is paid to Law Enforcement education and more resources are directed towards providing it even though the expanding prison system is demanding increasing numbers of well-trained correctional workers. It is not an issue that can be resolved within this project, but it does need to be addressed. The second issue relates to all three disciplines but was only voiced as a major concern by Fire Science, possibly because they know that funds exist for fire education at the federal level. Fire Science educators are experiencing a significant loss of revenue and consider it a priority to learn how to access funding sources other than those traditionally used.

CORRECTIONS AND LAW ENFORCEMENT FINDINGS

STUDENTS

Data from Administration of Justice (A.J.) departments indicate that the greatest number of programs (an average of 57% of those from responding colleges) served over 301 students each during the 1990/1991 school year. Although the data indicate that significantly more A.J. students were enrolled in the Corrections component than the Law Enforcement component of those programs, that runs directly counter to the experience of A.J. instructors, so more study is needed on that issue. Graduation data reveal that significantly more Law Enforcement students graduate than Corrections students, a fact that is consistent with the observations of A.J. instructors. The data problem appears to be due to inadequate recordkeeping in regards to the number of students taking A.J. classes and the number of those emphasizing Corrections as opposed to Law Enforcement. A related problem mentioned at the Delphi meeting is the need for a reliable tracking system for graduates so that programs can demonstrate the number of students hired by Public Safety agencies.



CURRICULUM

Details regarding which community college classes are taught, how often they are taught, and whether they are required or recommended can be found in Appendix D, but respondents provided additional information about coursework on the survey instruments. The recommended courses are too numerous to mention, but required courses that were not listed on the Law Enforcement curriculum questionnaire were Introduction to Psychology, Introduction to Sociology, Fingerprint Science, Questionable Documents, Self-Defense, Arrest Procedures, Firearms, English Composition, Speech, Physical Conditioning, Probation Core, Corrections Core, Juvenile Counselor, 832 P.C., Introduction to Criminology, Constitutional Law, Legal Research, Concepts of Enforcement, Report

Writing, Reserve Training, Investigative Reporting, Law in American Society, Accident Investigation, and Prison Society. It is obvious that some of these constitute training while others are more academically oriented, but all are required by at least one of the responding colleges. This is a typical example of the lack of consistency between A.J. programs and illustrates the need for some degree of standardization. The various colleges offering degrees in Administration of Justice require dramatically different coursework for those degrees, resulting in confusion within potential hiring agencies and graduation dilemmas for students who transfer from one college to another.

Respondents were also quite free about suggesting curriculum changes that they feel are needed. The most common suggestions were to add Report Writing and Computer Literacy classes, add a Corrections component, and integrate critical thinking, ethics, and cultural diversity into existing classes. Other classes that were suggested were Vice and Narcotics, Fish and Game, Criminal Justice Communications, Management, Spanish for the Peace Officer, and Vietnamese for the Peace Officer. Some respondents would like to see more skill courses taught, such as Defensive Driving and Basic Academy, while others are only interested in academic matters such as introducing reading and writing prerequisites, further evidence of the need for standardization.

During the statewide meetings for Corrections and Law Enforcement, the prioritization of issues resulted in two separate lists, one focusing on general issues and the other on curriculum issues. In order of importance, the curriculum issues for Corrections were Critical Thinking Skills, Ethics, Report Writing, Cultural Diversity and Computer Literacy. The issues for Law Enforcement were prioritized very similarly: Critical Thinking Skills, Ethics, Cultural Diversity, Report Writing, Computer Literacy, Foreign Languages for Peace Officers and Defensive Driving. Although some participants felt strongly that skills like critical thinking should be integrated into the general curriculum, a suggestion most people agreed with, there was still widespread support for offering separate classes as well. In addition, at the Law Enforcement meeting, basic skills prerequisites were considered to be so critical that they were listed under General Issues rather than Curriculum Issues. Nevertheless, there is still concern about how to preserve programs while introducing those requirements.

The basic core program identified by the California Association of Administration of Justice Educators (CAAJE) in 1988 has been adopted to some degree by most A.J. programs, although a small number still do not insist that those courses be completed. The following figures demonstrate the percentage of respondents teaching Law Enforcement who indicated their programs either require or recommend the courses listed:

	Required	Recommended
Introduction to Administration of Justice	94%	6%
Criminal Procedure	85%	8%
Criminal Law	92%	8%
Community and Human Relations	88%	10%
Introduction to Evidence	92%	8%
Introduction to Investigation	56%	40%

The following are the corresponding figures from respondents teaching Corrections:

	Required	Recommended
Introduction to Administration of Justice	75%	0%
Criminal Procedure	75%	8%
Criminal Law	83%	0%
Community and Human Relations	75%	8%
Introduction to Evidence	58%	0%
Introduction to Investigation	33%	25%

With the possible exception of the Investigation course, it is evident that there is strong support for the core curriculum in programs with a Law Enforcement emphasis, so this would logically serve as

the starting point for any effort at standardization of the Law Enforcement curriculum. There is significantly less support within the Corrections component, strongly suggesting a need to assess the needs of that component and create a core curriculum that will address those needs. The CAAJE core curriculum was designed strictly for A.J. programs with an emphasis on Law Enforcement at a time when Corrections programs received less attention than they do at the present. The need for trained correctional personnel to staff new prisons has resulted in a demand for Corrections programs that did not exist in 1988. It would be in the best interests of colleges offering those programs to participate in the current effort to develop an appropriate core curriculum.

Respondents from A. J. programs indicated that California community colleges offer Associate of Arts (AA) and/or Associate of Science (AS) degrees as well as certificates in a large number of programs. The following figures indicate the percentage of respondents who stated that their colleges offer degrees or certificates in each of the listed programs:

	AA/AS	Certificate Only	Both
Law Enforcement	31%	2%	42%
Correctional Science	11%	11%	13%
Private Security	2%	8%	0%
Special Investigation	0%	0%	0%
Paralegal Studies	7%	2%	18%
Pre-Law	2%	0%	0%
Court Personnel	4%	0%	0%
Probation Studies	4%	2%	0%
Fire Science	16%	7%	20%
Hazardous Materials	2%	9%	4%

Respondents also noted that their colleges offer degrees and/or certificates in the areas of Evidence Technician, Supervision, Wildlife Law Enforcement, Criminology, Reserve Officer, Advanced Officer, and Juvenile Counselor. The figures listed above are significantly different from comparable figures at four-year colleges. The following data reveals the percentage of four-year colleges that offer Bachelor of Arts (BA) and/or Bachelor of Science (BS) degrees or certificates in the listed programs.

	BA/BS Only	Certificate Only	Both
Law Enforcement	30%	0%	0%
Correctional Science	20%	0%	0%
Private Security	0%	0%	10%
Special Investigation	0%	0%	0%
Paralegal Studies	0%	30%	0%
Pre-Law	30%	0%	0%
Court Personnel	0%	0%	0%
Probation Studies	0%	0%	0%
Fire Science	0%	0%	0%
Hazardous Materials	0%	0%	0%

One school also offers degrees in Criminology with options in Law Enforcement, Corrections and Victimology. As is obvious, four-year colleges offer very few certificates, and they offer degrees in far fewer fields related to Public Safety than are available in the community colleges. This reflects the community role of two-year colleges which have a history of designing specific programs to respond to local needs. The significantly greater number of credentials offered by community colleges reflects the fact that they are more willing to define Public Safety programs as vocational than are four-year colleges. Vocational programs tend to be shorter and focused on application as opposed to theory. Part of the conflict within existing community college programs revolves around the degree to which theory is necessary to prepare students for work in the Public Safety fields. There are strong arguments

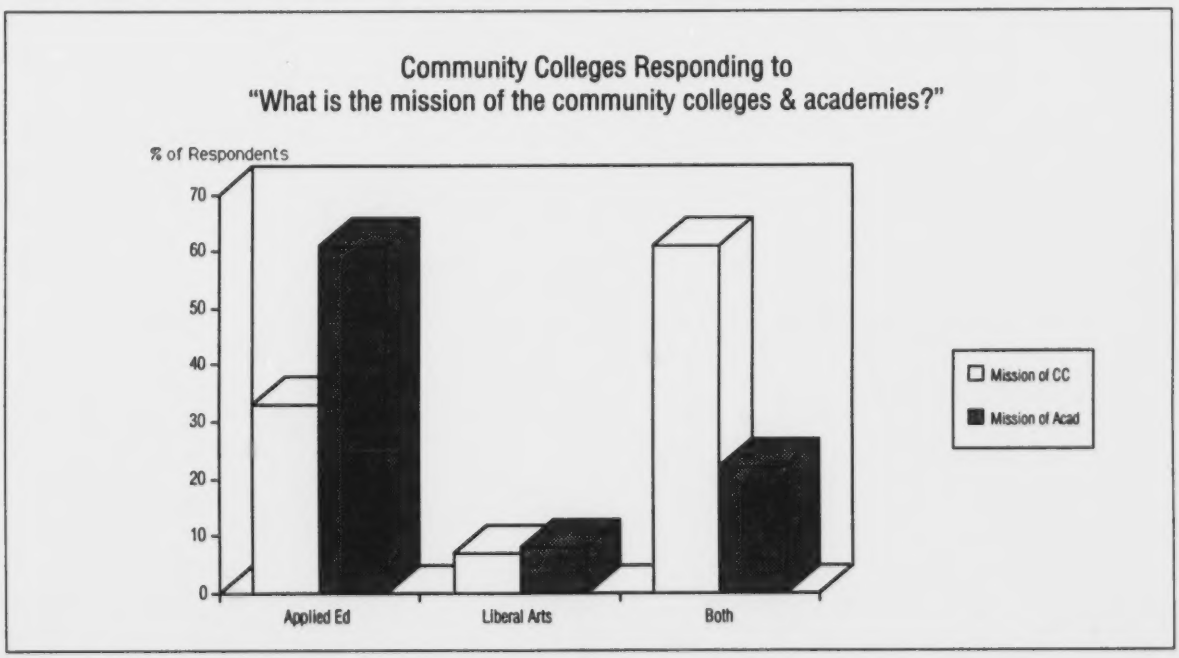
on both sides, but it is a conflict that will have to be resolved if curriculum standardization is ever to become a reality.

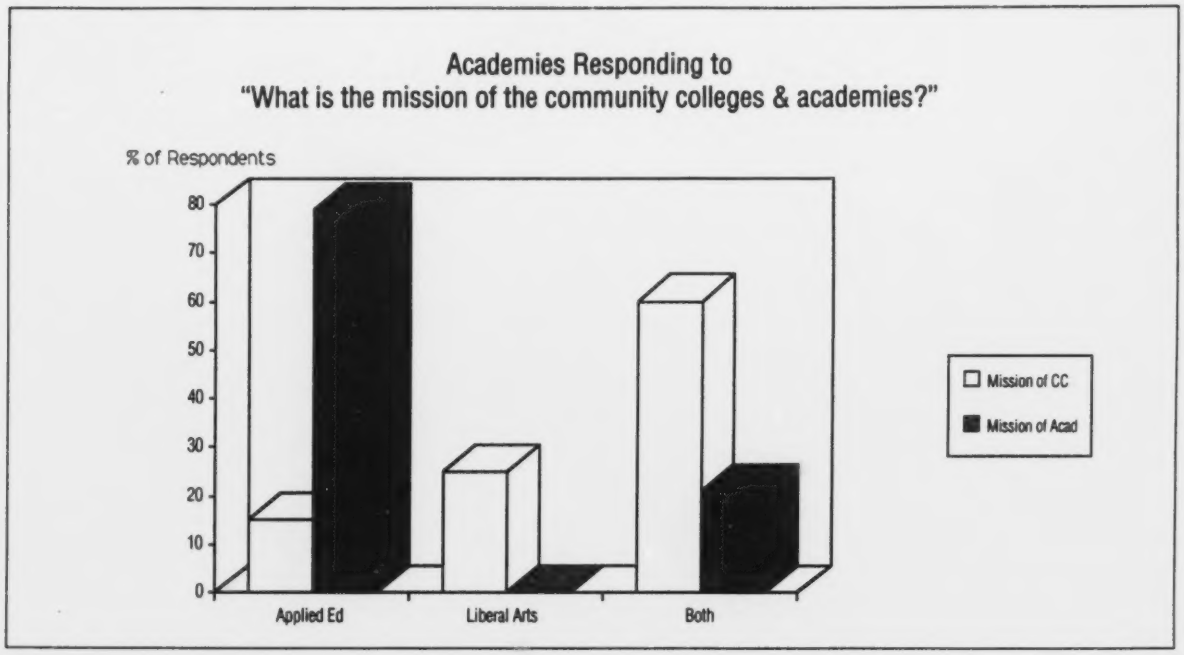
ARTICULATION

Relationships between community colleges and four-year colleges are generally viewed as either non-existent or negative but, for most schools, the opposite situation exists with academies and training centers. Relationships between community colleges and academies/training centers differ depending on the principals involved, but responses indicate a strong preference for integrated programs. Respondents from Administration of Justice departments and academies/training centers that share one administrator enthusiastically support that model citing such reasons as: it "establishes the continuity and consistency needed by the student to successfully move through the process," and it "facilitates communication and articulation." Educators from both types of organizations voiced the opinion that having both operations under one administrator "works well" and provides "excellent rapport." Despite the fact that articulation between community colleges and academies/training centers was viewed positively by most of the parties involved, the data suggests that they view their respective roles somewhat differently.

MISSION

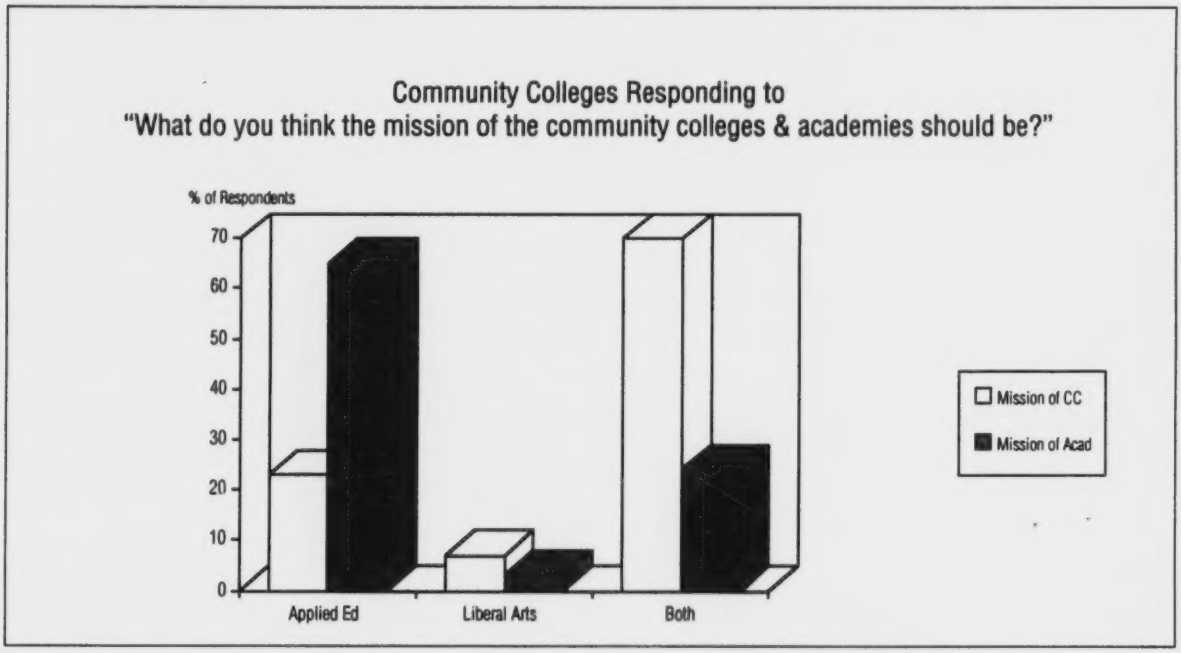
Sixty-one percent of the respondents from community colleges defined the primary mission of their program as a combination of Applied Education and Liberal Arts ("Both"), while 33% defined it as strictly Applied Education. However, only 22% of those same respondents defined the mission of academies and training centers as Both, whereas 61% considered it to be exclusively Applied Education. Most respondents from academies and training centers (79%) defined their primary mission as Applied Education with only 21% defining it as Both, while only 15% defined the mission of community colleges as Applied Education and 60% defined it as Both. The most interesting fact about this data is that only 7% of the community college respondents defined their primary mission as Liberal Arts (although 8% defined the academy mission that way), while 25% of the academy and training center respondents defined the college mission as Liberal Arts. Apparently the often-heard view that college instructors consider themselves to be more academically oriented than those teaching in



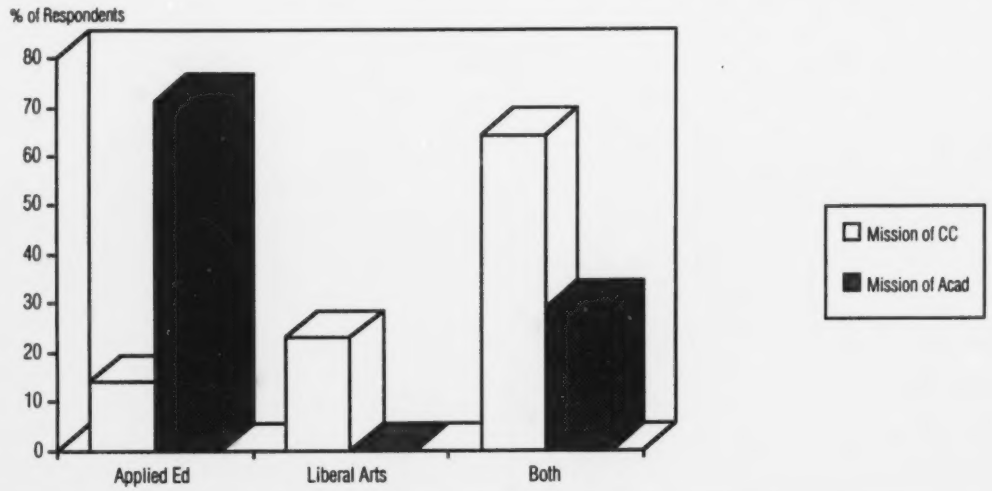


academies and training centers is not necessarily shared by college instructors.

In regards to the question asking respondents what they think the primary mission should be, instructors in both community colleges and academies/training centers overwhelmingly supported the concept that the mission of academies and training centers should be Applied Education and that of community colleges should be Both.

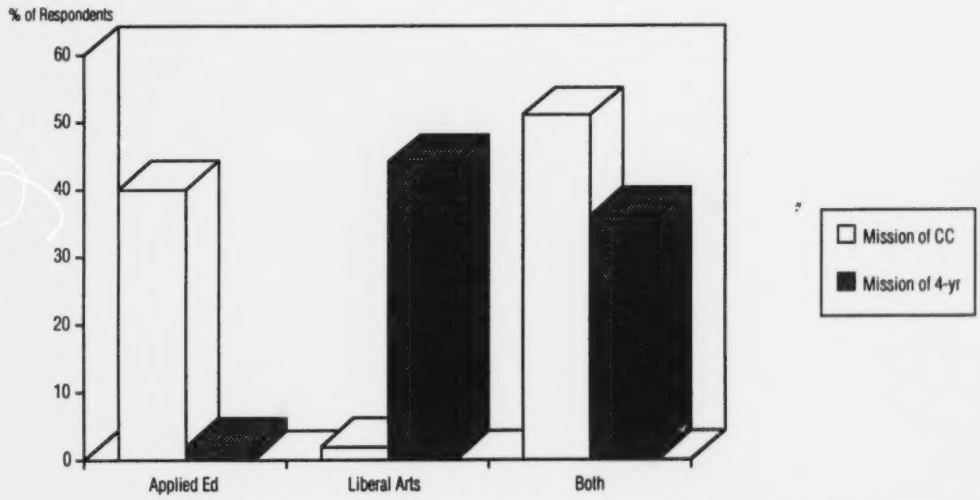


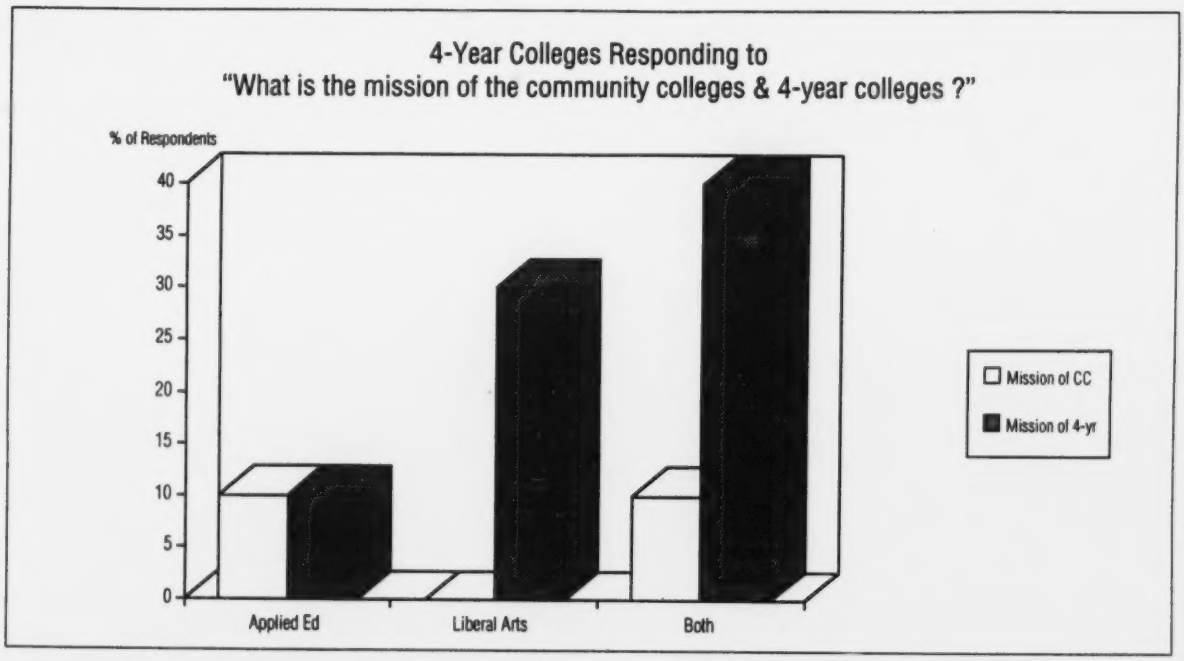
Academies Responding to
"What do you think the mission of the community colleges & academies should be?"



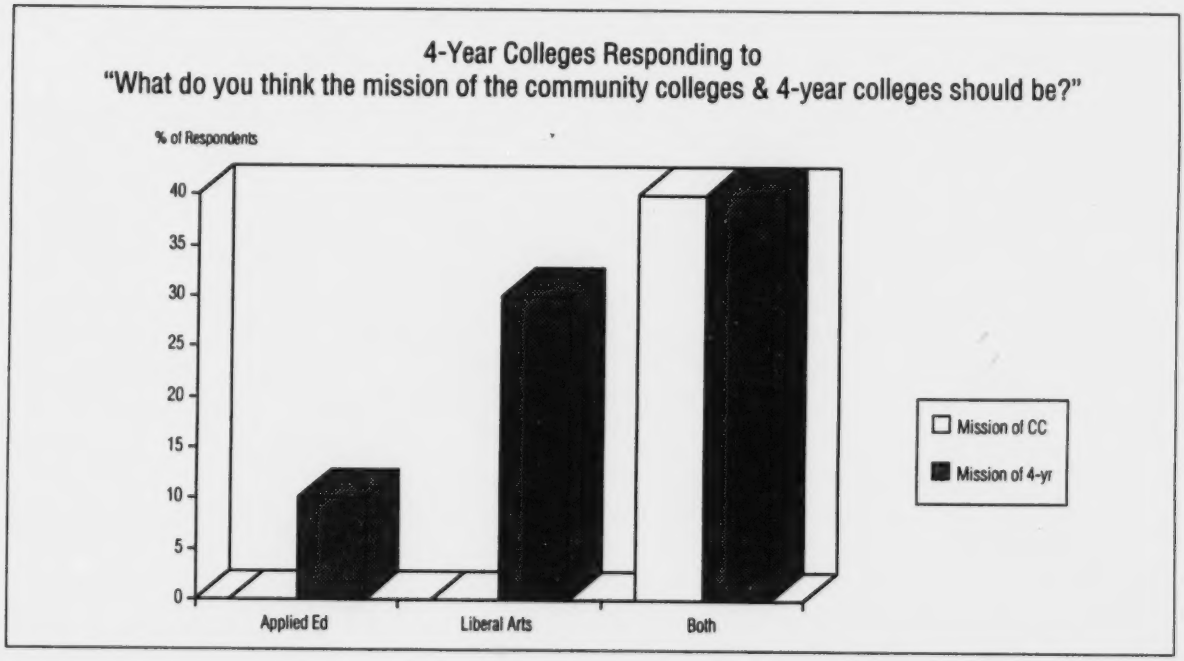
On the other hand, 40% of community colleges, when compared to four-year colleges, defined their mission as Applied Education while 51% defined it as Both. Forty-four percent defined the mission of four-year colleges as Liberal Arts Education while 36% defined it as Both and 2% defined it as Applied Education. The responses from four-year colleges indicate that 10% define the mission of community colleges as Applied Education and 10% defined it as Both, but 80% did not even answer the question. However, only 10% failed to answer the question as it applied to four-year colleges. Of those who responded, 30% defined their mission as Liberal Arts Education, 10% as Applied Education and 40% as Both.

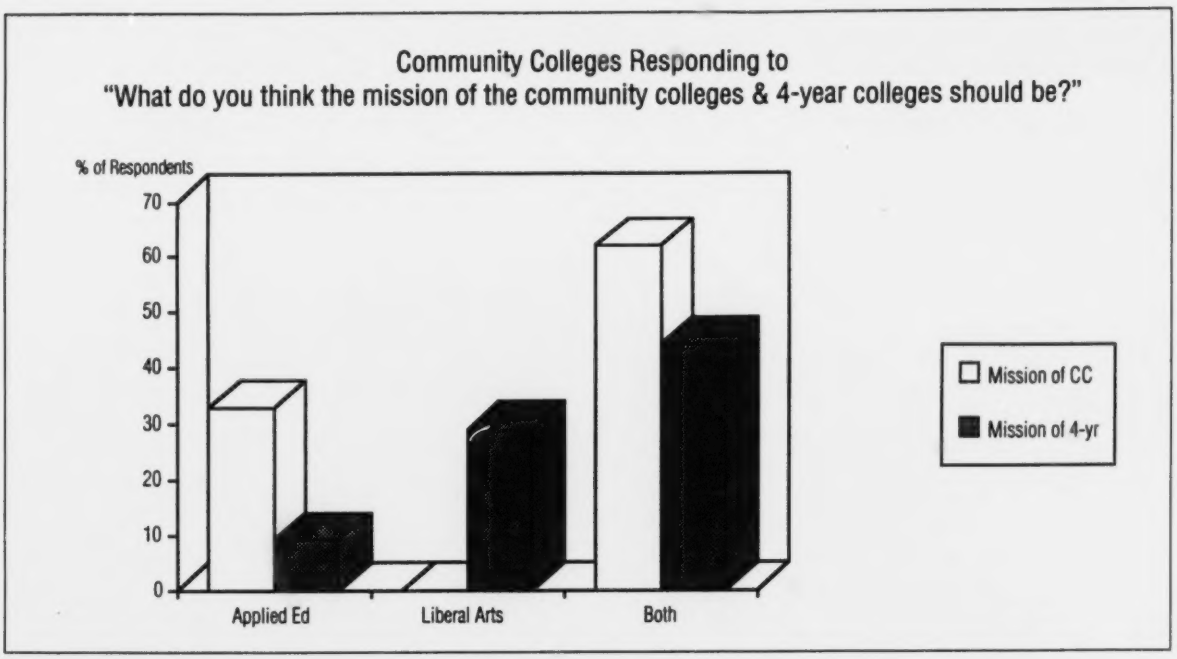
Community Colleges Responding to
"What is the mission of the community colleges & 4-year colleges?"





Most of the four-year respondents thought that their mission should either be Both (40%) or Liberal Arts (30%) while the mission of community colleges should be Both (40%). Sixty percent failed to respond. Community college respondents were less in agreement as 62% felt their mission should be Both and 33% thought it should be Applied Education. However, they agreed that the mission of the four-year colleges should be either Both (44%) or Liberal Arts (29%).





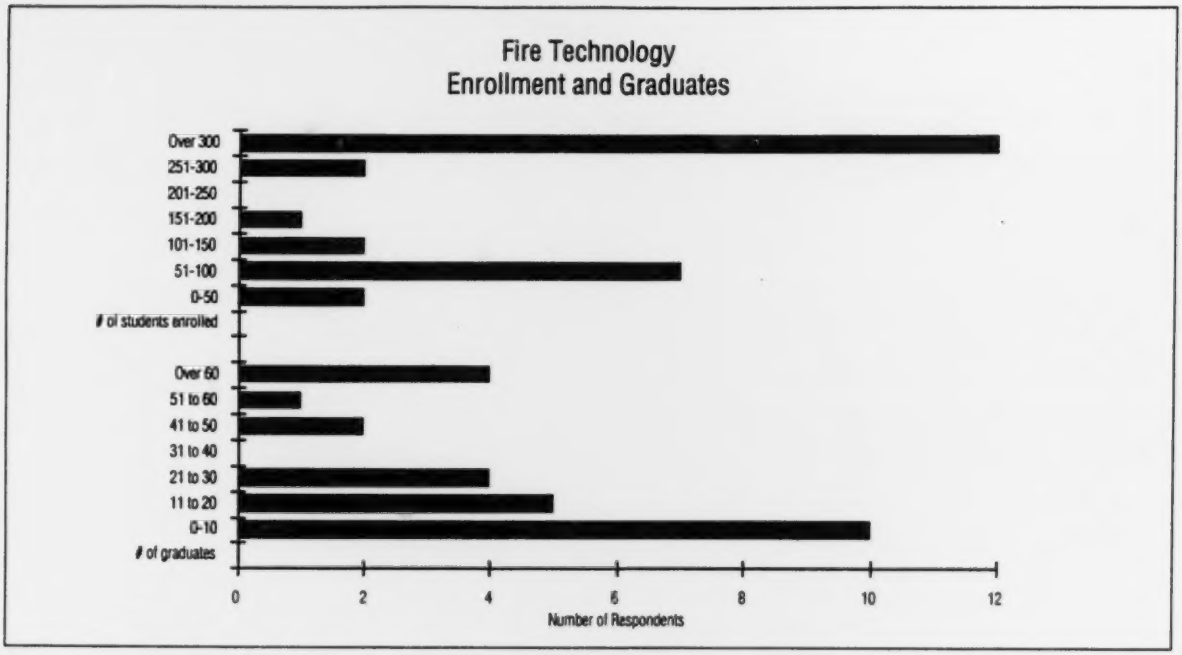
The majority of both two-year and four-year colleges offer Law Enforcement and Corrections programs together under the umbrella of Administration of Justice or Criminal Justice and respondents from both types of institutions agree (67% to 16% for community colleges and 50% to 10% for four-year colleges) that is the appropriate way to offer it.

FIRE SCIENCE FINDINGS

Although there was a 58% return rate from Fire Science educators, there are only 55 Fire Science programs in California's community colleges, so the relatively small number of respondents must be kept in mind when reading the results. Also, even though there is only one active state academy, the responses from that academy are reflective of the statewide training perspective because that perspective originates with the California State Fire Marshal's Office. It must also be remembered that, with some exceptions, Fire Science respondents teach at different colleges than Administration of Justice respondents, so answers to questions about college programs in other Public Safety areas differ significantly.

STUDENTS

Forty-six percent of the 32 respondents indicated an enrollment of over 250 students during the 1990/1991 school year whereas 39% reported an enrollment of 100 or less. The average number of graduates per year over the past three years was 30 or less for 75% of the programs and over 40 for 23% of the programs. Only three percent of the respondents stated the enrollment and graduation data was not available (compared to an average of 8.8% in Corrections and Law Enforcement), indicating the possibility that recordkeeping may be slightly less of a problem in Fire Science programs than in Administration of Justice programs.



CURRICULUM

Details regarding which community college classes are taught, how often they are taught, and whether they are required or recommended are located in Appendix D, but respondents provided additional information about curriculum matters on the survey forms. The following figures indicate the percentage of respondents who stated that their colleges offer degrees or certificates in each of the listed programs:

	AA/AS Only	Certificate Only	Both
Law Enforcement	43%	0%	29%
Correctional Science	11%	14%	4%
Private Security	0%	7%	0%
Special Investigation	0%	4%	0%
Paralegal Studies	4%	4%	7%
Pre-Law	4%	4%	4%
Court Personnel	4%	4%	0%
Probation Studies	7%	7%	0%
Fire Science	18%	4%	75%
Hazardous Materials	7%	7%	11%

Respondents also reported that their colleges offered degrees and/or certificates in the unlisted areas of Vocational Forestry, Administrative Fire Service, Emergency Medical Technician, Sprinkler Design, Training Officer, Public Fire Service, and CSFM courses. Other unlisted courses offered but not required were Career Planning for Fire Science, Fire Service Computers, Tactics and Strategies, and HazMat-First Response.

ARTICULATION

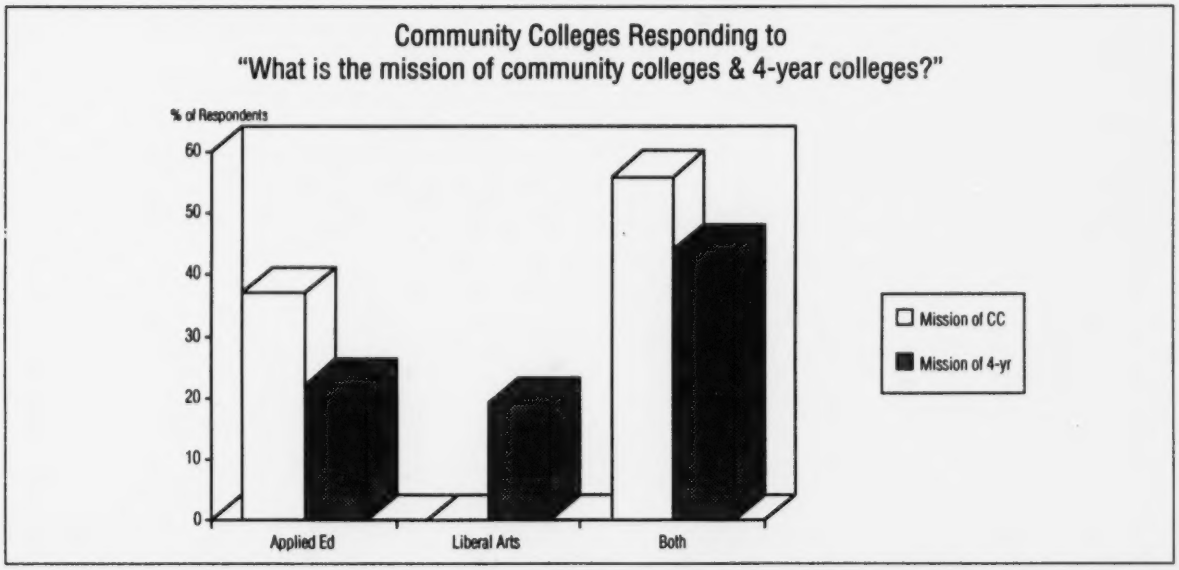
Articulation between the Chancellor's Office, California Community Colleges and the California

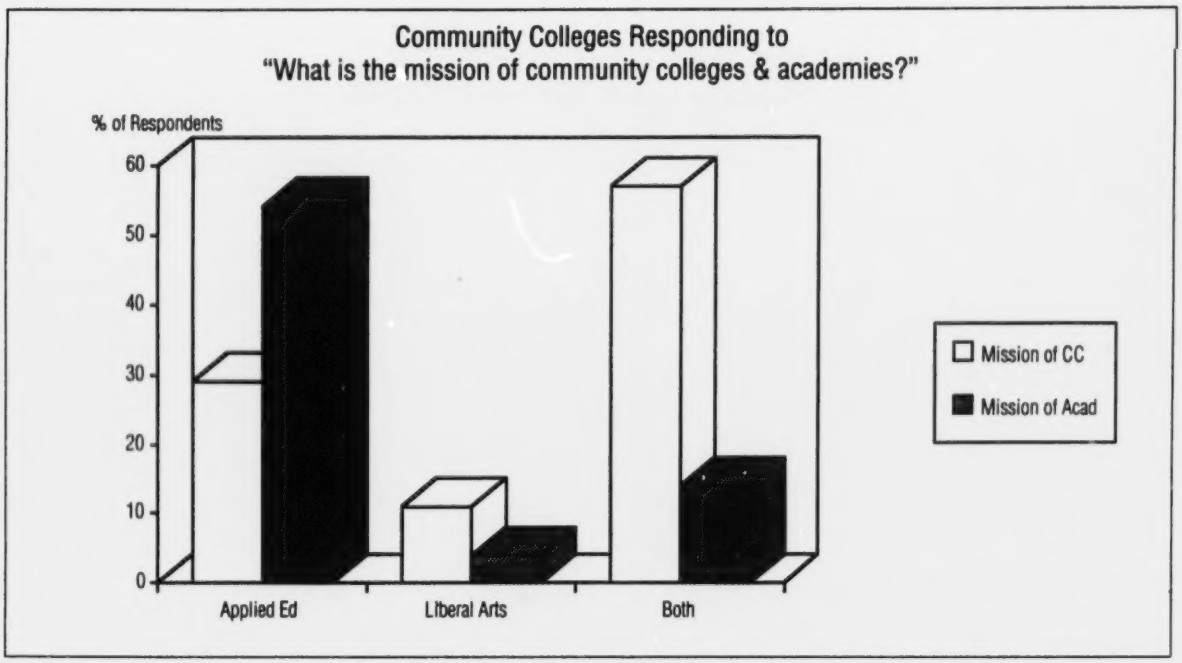
State Fire Marshal's Office is considered to be in need of improvement and, in most community colleges, there is virtually no articulation between community colleges and the three four-year colleges that offer degrees related to Fire Science. The general consensus is that any articulation that takes place does so outside of the departments themselves. Although there were some exceptions, most community college respondents expressed negative feelings about their relationships with their counterparts at four-year colleges, and the comments of some instructors indicate that a Bachelor's degree is not universally accepted as being an advantage for firefighters: "Fire departments are not interested in four-year degree people, and the students know they don't need it;" "four-year schools are too academically oriented to meet the needs of Voc. Ed. students." Nevertheless, numerous others complained that there are not enough colleges offering advanced degrees and that four-year colleges offer a needed perspective: "Some of the nearby four-year schools should develop a Fire degree;" "there is definitely not enough emphasis on liberal arts in our program." Other respondents differentiated between the roles of two and four-year colleges: "Our program meets the hiring requirements of the county fire chiefs and the State Fire Marshal. Four-year colleges specialize in career advancement for chief officers and above."

Articulation with academies was viewed much more favorably, probably because most academies are part of the community college program. They meet on a regular basis but are still not fully integrated. Responses indicate some problems with all aspects of academic relationships but particularly with ongoing interaction regarding academic issues. It is likely that the 28% of those responding negatively to this issue are among the 30% meeting less than once a semester, although that cannot be conclusively demonstrated with the available data. Nevertheless, 58% felt positive about ongoing interaction and 22% were neutral, so relationships between community colleges and academies are much more positive than those between community colleges and four-year colleges.

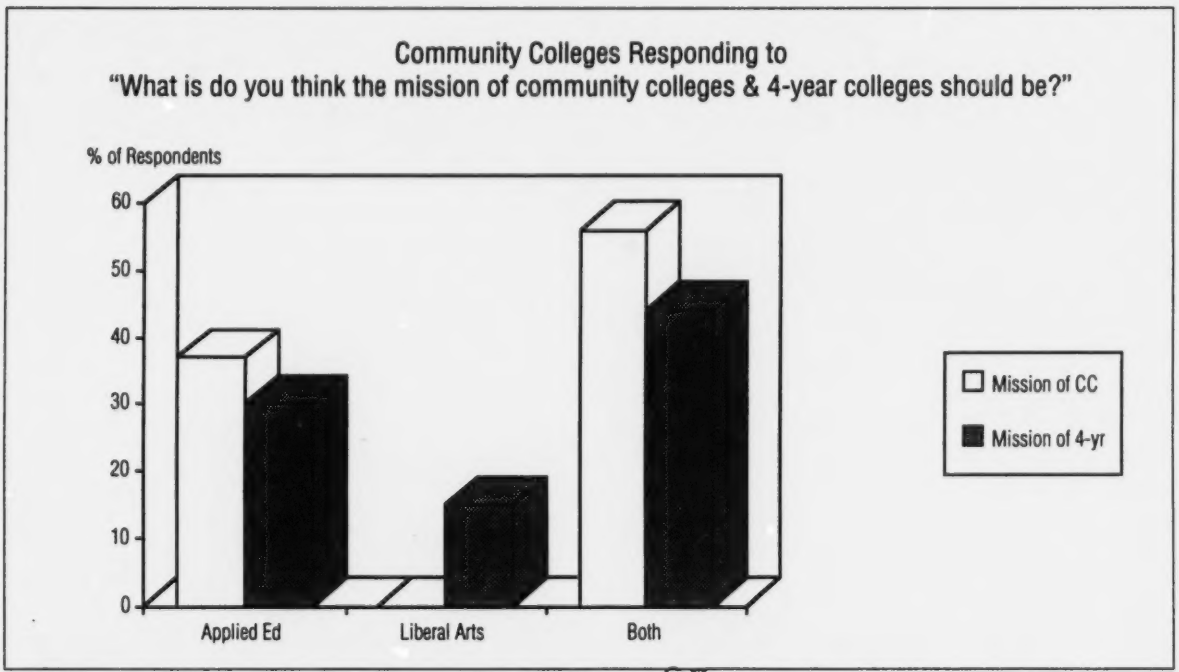
MISSION

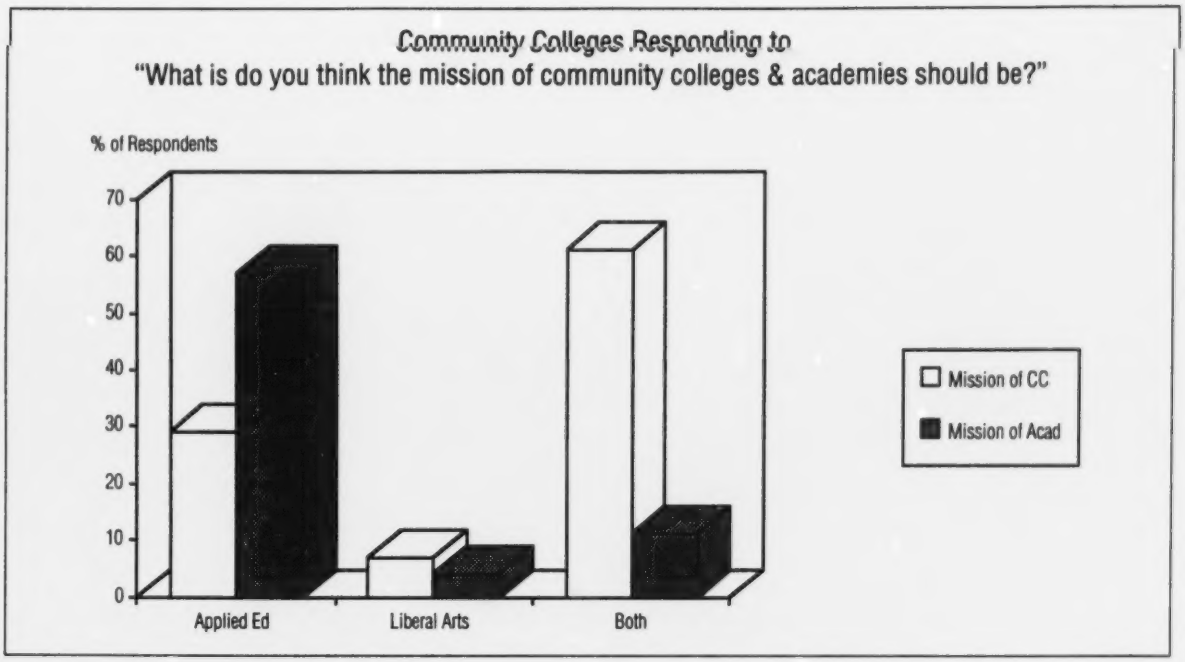
Since none of the four-year colleges returned the questionnaires, there is no way to evaluate how they view their mission as opposed to that of community colleges, but community colleges were clear regarding their view. Thirty-seven percent of the community college respondents in Fire Science programs view their mission as that of providing Applied Education while 56% view it as providing a combination of Applied and Liberal Arts education ("Both"), and the same percentages in each category feel that is what their mission should be. On the other hand, only 22% view the mission of four-year colleges as Applied Education while 19% see it as Liberal Arts education and 44% see it as Both. Thirty percent feel the mission should be Applied Education, 15% feel it should be Liberal Arts, and 44% feel it should be Both.





In relation to academies and training centers, 29% of community college respondents view their own mission as that of Applied Education, 11% as Liberal Arts education, and 57% as Both, and similar numbers within each category believe those missions are appropriate. Fifty-four percent of the community college respondents feel the mission of academies should be Applied Education, 4% feel it should be Liberal Arts, and 14% feel it should be Both, and similar percentages within each category feel that is appropriate. The interesting fact about this data is that self-perceptions change slightly depending on the type of organization used for purposes of comparison.





CHAPTER 4

EVALUATION OF PROJECT

ANALYSIS OF DIFFERENCES BETWEEN ANTICIPATED AND ACTUAL OUTCOMES

There was no difference between anticipated and actual outcomes.

HOW PROJECT CONTRIBUTES TO IMPROVEMENT OF PUBLIC SAFETY EDUCATION

This project contributes to the improvement of Public Safety education by identifying critical changes that need to be made. By redefining the relationship between Corrections, Fire Science and Law Enforcement so that the three disciplines are conceptualized as being separate but related entities that fall under the auspices of Public Safety, education in these fields can benefit both pedagogically and politically. These disciplines are unique in that all three programs definitely constitute vocational education, while also going beyond it, and they are disciplines that prepare students to work in organizations that are often under the scrutiny of the public. Students must develop a sensitivity to public perceptions of their work and must master complex critical thinking skills as well as basic job skills. By uniting under the umbrella of Public Safety, educators in these fields can more easily share proven teaching methodologies, and they can work collectively to promote their shared political concerns. For example, reductions in numbers of classes offered in traditional academic disciplines will result in strong efforts to regain classes, but arguments will be based on the needs of students. Similar reductions in Public Safety classes will also be fought, but arguments will be based on community as well as student needs. Public Safety disciplines can only increase their influence by working together to demonstrate the extent of that community need.

Public Safety education will also be improved if the articulation issues are effectively addressed. The strong support for combining the administrations of community college programs and their academy or training center counterparts suggests that the integration of such programs may be

beneficial to all involved. It creates a resource base that is appealing to Public Safety agencies that may want to access that base, thereby creating significantly more opportunities for students. By doing so, it also promotes the coordination of activities with local Public Safety agencies, increasing the possibilities of developing centralized academies/training centers that can serve numerous organizations at a significant savings to the taxpayer.

Improved articulation with four-year colleges will further improve Public Safety education. When relationships between community colleges and four-year colleges are viewed as either non-existent or adversarial, the result can only be detrimental to students and the Public Safety disciplines themselves. Professionalization within Corrections, Fire Science and Law Enforcement is a frequently addressed issue, but it can only be fully realized if students have the opportunity to pursue their educational objectives beyond the community college level. Fire Science faces the most severe challenge, because there are very few programs students can pursue at four-year colleges. According to the California Postsecondary Education Commission, only three four-year colleges in California offer Bachelor's degrees in areas related to Fire Science: California State University, Los Angeles, City University, Santa Clara, and Cogswell College. Given the complexities faced by firefighters, particularly as they advance through the ranks, increased educational opportunities would help prepare them for the demands of their work. Changing building technologies alone complicate what used to be routine tasks and, although much of the technical expertise can be offered in training modules, all departments need people with an understanding of the technical aspects of the job as well as a broad-based managerial overview that will enable them to efficiently run their department. That is most likely to be accomplished by completing a Bachelor's degree in a field directly related to firefighting.

The Criminal Justice fields are much better represented in the four-year colleges with 23 schools offering Bachelor's degrees, 15 offering Master's, and 5 offering Doctorates. However, there is little or no articulation between community college Administration of Justice programs and the four-year colleges to which those A.J. students transfer. Both types of institutions report that they rarely meet for any purpose and that they leave articulation matters to people outside of the department. Questions related to the transferability of courses reveal that this practice creates problems for students because not all community college classes are accepted for the Criminal Justice major at the four-year colleges. Better articulation could correct this situation and, at the same time, improve professional relationships between staff, promote student opportunities and the sharing of resources, and encourage ongoing interaction regarding academic issues. All of these would improve the quality of Public Safety education.

DISSEMINATION

This report is the product of data gathered from Public Safety educators throughout California, and an expanded Executive Summary will be sent to all community colleges, four-year colleges, academies and training centers offering education in Corrections, Fire Science and Law Enforcement. They will also be sent to everyone who returned surveys and everyone who participated in the statewide meetings, as well as to the members of the Public Safety Education Advisory Committee and the Presidents of the following organizations: California Association of Administration of Justice Educators (CAAJE); California Academy Directors Association (CADA); California Peace Officers Association (CPOA); California Association of Police Training Officers (CAPTO); California State Firefighters Association (CSFA); California Fire Chiefs Association (CFCA); California Professional Firefighters (CPF); Fire Districts Association of California (FDAC); League of California Cities, Fire Chiefs Division; State Association of Fire Educators (SAFE); and California Community Colleges Association of Fire Technology Directors. In addition, summaries will be sent to the Deans of Occupational Education at all community colleges and community college districts and to the Deans of Instruction at all community colleges. Full reports will be sent at no cost to the individuals and organizations listed above that request them. Summaries will also be made available at appropriate workshops, and full reports will be sent to the Chancellor's Office, California Community Colleges and the Education Resource Information Center (ERIC). They will be made available to the general public upon request at cost.

FOLLOW-UP ACTIVITIES

Follow-up activities have already started and are a response to the primary finding that there is a need for some degree of standardization in Public Safety education. A component of this process will be to assess the relationship between theory and application and attempt to develop a curriculum that balances the need for each. Curriculum development projects are currently underway in all three Public Safety disciplines. Curricular needs in Corrections have been assessed and a core curriculum project is being jointly undertaken by Merced College and California Youth Authority; the Fire project is a collaborative effort of the California State Fire Marshal's Office and the California Community College Association of Fire Technology Directors; and the Law Enforcement project is a coordinated effort between Sacramento City College, the California Association of Administration of Justice Educators, and the California Academy Directors Association.

INTERNAL EVALUATION ACTIVITIES

Throughout the course of this study, all instruments developed and activities planned by the Project Manager have been reviewed by the Project Director, the Board of Directors, the Public Safety Education Advisory Committee, and the Specialist in Public Safety Education from the Vocational Education Unit of the Chancellor's Office, California Community Colleges. In addition, all survey instruments and the evaluation process itself were reviewed by the Associate Researcher.

CHAPTER 5

RECOMMENDATIONS

Seven major recommendations have emerged from this study. Since standardization of the three curricula is already being pursued, the remaining critical need is that of articulation and the organization of programs that can achieve the goal of articulation. Separately administered Public Safety programs need to investigate the possibility of integrating their programs with local academies and/or training centers and, when that model can better serve students, its adoption should be seriously considered. Similarly, the teaching staffs in two and four-year colleges need to work together to create programs that are well-articulated so that students can most efficiently complete their degrees. In addition, funding agencies need to reassess their priorities. The increasing need for trained correctional workers necessitates providing adequate funds for Corrections training. The inequity that has existed between Corrections and Law Enforcement needs to be examined and resolved in a manner that will enable both systems to properly train their personnel. Also, better recordkeeping in Public Safety programs, particularly Corrections and Law Enforcement, is essential. Information regarding the numbers of students within each program is highly unreliable at the current time. A related need is to develop a reliable tracking system to determine how many students are placed in Public Safety agencies. Ongoing difficulties with meeting that objective in the past may require that it become a separate research project. Lastly, the major recommendation related to research is that of expanding the Chancellor's Office's efforts to assess the need for HazMat training. Although practitioners in Fire Science point to the recent expansion of HazMat programs, numerous questions remain about the role community colleges will play, particularly in regards to providing training within the private sector.

CHAPTER 6

CONCLUSION

Public Safety education is at a crossroads. Factors such as changing demographics have made the fields of Corrections, Fire Science and Law Enforcement too complex for skills training alone to be sufficient, yet the products of technology like toxic spills and high powered weapons have made skills training even more critical than it was in the past. At the same time, Public Safety education is facing the same fiscal constraints experienced by the rest of the public sector, so critical decisions have to be made regarding what to fund. The integration of Public Safety departments with local academies and training centers is one obvious way to save money that can then be directed towards other needs. When different organizations in one community establish separate institutions to provide similar types of education, unnecessarily large amounts of money are spent on the administrative needs of each institution. Integration would avoid that, but integration of educational programs is only possible if there is philosophical agreement by all parties regarding the differing purposes of the varying kinds of education being provided. Skills training is necessary, but it belongs in academies and training centers so that the Public Safety organizations referring students can oversee what is being taught to ensure that it is consistent with the procedures of their agencies. Academic coursework, on the other hand, belongs in colleges where there is time to thoroughly explore the subject matter in a process of intellectual discourse, integrating issues such as critical thinking, ethics and cultural diversity that have become so integral to work in the Public Safety fields. Both skills training and academic coursework are essential in Public Safety education and neither is more valuable nor important than the other. By housing them in different places, each can access what it needs (variable course length options and greater involvement of Public Safety agencies in academies and training centers; semester-length classes and the availability of academic resources in colleges) while sharing the same administration, thereby better coordinating all resources of the Public Safety community and saving increasingly scarce monetary resources.

If Public Safety education becomes more standardized and articulation significantly improves, California will benefit from the less costly but more efficient educational system that will evolve. Students, educators, and all those who are served by Public Safety agencies will experience the advantages of a systematic, well-organized and comprehensive approach to preparing those mandated to oversee the safety of our citizens. It is the responsibility of those of us involved in Public Safety education to vigorously seek the funds necessary to support the initiatives that will make this possible.

Appendix A

Documents from Fire Science Delphi Meeting

March 10, 1992

PUBLIC SAFETY CURRICULUM PROJECT
FIRE SCIENCE DELPHI MEETING—3/10/92

FACILITATORS:
Tonie Hilligoss-Sacramento City College
Bill Lane-Allan Hancock College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
Fred Allen-Butte College/Public Safety Education Advisory Committee
Ron Allen-P.O.S.T.
David Barbin-Cabrillo College
Fred Bunker-Santa Rosa Junior College
Thomas Cole-Butte College
Ron Coleman-California State Fire Marshal's Office
Mike Collins-Fresno City College
Art Cota-California State Fire Marshal's Office
Ralph Craven-Mission College
Beverly Curl-Long Beach City College
Tom Feierabend-Mt. San Antonio College
Jackie Fisher-Bakersfield College
Joaquim Goldsmith-California State University, Sacramento
Bill Greene-Solano College
Ron Havner-San Jose/Evergreen Valley College
John Higby-Oxnard College
Donald Kehret-Rio Hondo College
John Kitchens-Los Angeles Valley College
Terry Koeper-Southwestern College
Ron Martinez-Sierra College
Walt McDermott-California State Fire Marshal's Office
George Melendrez-Columbia College
Leland Mitchell-Napa Valley College
Lawrence Moncrief-Modesto Junior College
Charlotte Nagy-Miramar College
Bill Ogden-CSFA Education Committee
Jim Rankin-California State Fire Marshal's Office
Mike Rielley-American River College
Tom Robello-Las Positas College
Frank Scotti-Rancho Santiago College
Dave Senior-Allan Hancock College
Eddie Smith-Crafton Hills College
Tommy Tucker-Lassen College
Ray Vittori-Emeryville Fire Department
John White-Shasta College

ISSUES IN FIRE SCIENCE EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1 - 5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Expansion of HazMat training	27%	27%	33%	7%	7%
Training Focus—departments, volunteers, industry, etc.	13%	23%	43%	10%	10%
Fire Science computer education	10%	40%	37%	13%	
Funding cuts	63%	23%	13%		
Need to revise instructor cerfification process	47%	27%	17%	7%	3%
Need to revise evaluation process	31%	31%	24%	14%	
Need to develop new curriculum as required	70%	20%	7%		3%
Need to standardize fire technology programs	67%	23%	7%		3%
Need to revise program/class certification process	45%	35%	14%	4%	4%
Articulation with four-year colleges	7%	28%	48%	17%	4%
Articulation between CSFM and the Community College Chancellor's Office	53%	33%	7%		7%
Articulation between academies and regional training centers	23%	43%	27%		7%
Issue of whether training centers and community college programs should be under the same administration	17%	31%	37%	13%	3%
Extent of participation by members of the fire service community on community college advisory committees	40%	23%	23%	13%	
Need for subcommittees from community colleges and academies to address shared problems	45%	21%	21%	10%	4%
Need to update training and audio-visual materials in all courses	60%	17%	13%	7%	3%

Issues in Fire Science Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The following reflects those issues in order of priority:

1. need to develop, standardize and revise Fire Technology curriculum and revise program/course certification process;

2. need to revise instructor certification process and evaluation process and improve articulation between the California State Fire Marshal's Office and the Chancellor's Office, California Community Colleges;

3. funding cuts;

4. articulation among academies and training centers, among community colleges and four-year colleges, and among academies and community colleges, including settling the shared administration issue;

5. need to update training and audio-visual materials in all courses;

6. extent of participation by Fire Service community on community college advisory committees;

7. expansion of HazMat training;

8. training focus-departments, volunteers, industry;

9. Fire Technology computer education.

FIRE SERVICES SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following was responded to on a scale of 1 - 5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	60%	35%	5%		
The priorities which emerged appear to accurately represent the consensus of the group.	75%	15%	10%		
The Delphi process saved us time in reaching consensus.	35%	55%	5%		5%
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	67%	22%	11%		
Individual written responses would have been more useful than group discussions.	15%	23%	39%	23%	
There was enough time in the group discussions to meet our objectives.	8%	62%	15%		15%
I would consider using the Delphi process for future projects.	55%	35%	5%		5%

Appendix B

Documents from Law Enforcement Delphi Meeting
April 20, 1992

PUBLIC SAFETY CURRICULUM PROJECT
LAW ENFORCEMENT DELPHI MEETING—4/30/92

FACILITATORS:
Ron Havner-San Jose/Evergreen Valley College
Tonie Hilligoss-Sacramento City College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
Neal Allbee-Sierra College
Fred Allen-Butte College/Public Safety Education Advisory Committee
Ron Allen-P.O.S.T.
Gerry Beatty-Hartnell College
Mary Kay Borchard-Imperial Valley College
Fred Bowman-Yuba College
Kelly Chun-Palomar College
Les Clark-Sacramento Public Safety Center
Ray Clarkson-Kings River College
Mike D'Amico-El Camino College
Don Fischer-Santa Rosa Junior College
Hugh Foster-Golden West College
Sarah Goodman-Miracosta College
George Hernandez-Grossmont College
Ray Hill-Santa Rosa Junior College
Leon Hoffman-Grossmont College
Derald Hunt-CAAJE
Karl Hutchinson-Sacramento Public Safety Center
Stan Kephart-Riverside Community College
Greg Kyritsis-San Bernardino County Sheriffs Department
Glen Mason-San Bernardino Valley College
Rick Michelson-Grossmont College
Steve Moore-San Joaquin County Sheriffs Department
Denny Pace-Long Beach City College (ret.)
Frank Patino-Rio Hondo College
Art Rankin-Sierra College
Rich Shiraishi-Sacramento Police Department
Broc Stenman-California Department of Parks and Recreation/Monterey Peninsula College
Tom Whitt-Fresno City College

ISSUES IN LAW ENFORCEMENT EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1-5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Articulation with four-year colleges/ Establish a standardized lower division curriculum	44%	36%	12%	8%	
Articulation with academies and training centers/Differentiate between academic and training roles	36%	44%	12%		8%
Computer Literacy	24%	2%	48%	4%	4%
Report Writing	44%	40%	12%		4%
Defensive Driving	21%	17%	13%	25%	25%
Foreign languages for peace officers	8%	20%	36%	28%	8%
Ethics	56%	28%	17%		
Cultural Diversity	40%	48%	12%		
Critical Thinking Skills	80%	17%	4%		
Elimination of duplication within the curriculum	22%	35%	13%	13%	17%
Elimination of fragmentation within the curriculum	17%	33%	17%	25%	13%
Basic skills prerequisites	60%	16%	20%		4%
Use of part-time instructors	17%	24%	20%	24%	17%
Standardized core curriculum	73%	9%	18%		

Issues in Law Enforcement Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The Law Enforcement group divided its list into two parts, General Issues and Curriculum Issues. The following lists reflect those issues in order of priority:

GENERAL ISSUES

1. standardization and implementation of core curriculum;
2. articulation with academies and training centers/differentiation between academic and training roles;
3. establishment of basic skills prerequisites;
4. articulation with four-year colleges;
5. elimination of duplication within the curriculum;
6. elimination of fragmentation within the curriculum;
7. use of part-time instructors.

CURRICULUM ISSUES

1. critical thinking skills;
2. ethics;
3. cultural diversity;
4. report writing;
5. computer literacy;
6. foreign languages for peace officers;
7. defensive driving.

LAW ENFORCEMENT SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following statements was responded to on a scale of 1-5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	58%	16%	26%		
The priorities which emerged appear to accurately represent the consensus of the group.	35%	55%	10%		
The Delphi process saved us time in reaching consensus.	45%	25%	25%	5%	
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	55%	40%	5%		
Individual written responses would have been more useful than group discussions.	5%	11%	11%	37%	37%
There was enough time in the group discussions to meet our objectives.	5%	30%	35%	15%	15%
I would consider using the Delphi process for future projects.	35%	45%	15%	5%	

Appendix C

Documents from Corrections Delphi Meeting

April 30, 1992

PUBLIC SAFETY CURRICULUM PROJECT
CORRECTIONS DELPHI MEETING—4/30/92

FACILITATORS:
Chuck Page-Board of Corrections, STC
Tonie Hilligoss-Sacramento City College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
Fred Allen-Butte College/Public Safety Education Advisory Committee
Doug Benc-Taft Community College/WESTEC
Mary Kay Borchard-Imperial Valley College
Suzie Cohen-Foundation for Continuing Education in Corrections
Ron Havner-San Jose/Evergreen Valley College
Marge Faulstich-West Valley College
Larry Johnson-San Joaquin County Probation Department
Stan Kephart-Riverside Community College
Steve Moore-San Joaquin County Sheriffs Department
Mike Moyers-Yuba College
Denny Pace-Long Beach City College (ret.)
Frank Patino-Rio Hondo College
Mary Kay Rudolph-Sacramento Public Safety Center
Terry Starr-Chief Probation Officers of California/Shasta County Probation Department
Judy Weiss-California Youth Authority
Tom Whitt-Fresno City College

ISSUES IN CORRECTIONS EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1-5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Underemphasis on corrections education as compared to law enforcement education	46%	31%	8%	8%	8%
Articulation with four-year colleges/ Establish a standardized lower division curriculum	17%	42%	17%	25%	
Articulation with academies and training centers/Differentiate between academic and training roles	23%	46%	8%	15%	8%
Computer Literacy	18%	18%	45%	18%	
Report Writing	25%	25%	33%	8%	8%
Ethics	42%	33%		17%	8%
Cultural Diversity	62%	15%	15%	8%	
Critical Thinking Skills	50%	33%	17%		
Elimination of duplication within the curriculum	18%	18%	36%	18%	9%
Elimination of fragmentation within the curriculum	9%	18%	27%	27%	18%
Basic skills prerequisites	17%	33%	33%	8%	8%
Use of part-time instructors	9%	9%	9%	27%	45%
Need to agree on appropriate training for correctional officers	90%	5%	5%		
Integration of community college and agency training for CYA and CDC	38%	31%	25%		8%

Issues in Corrections Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The Corrections group divided its list into two parts, General Issues and Curriculum Issues. The following lists reflect those issues in order of priority:

GENERAL ISSUES

1. need to establish a standardized lower division curriculum;
2. need to address the problem of Corrections education being underemphasized as compared to Law Enforcement education;
3. need to integrate community college and agency training for all correctional systems in California;
4. need to articulate with academies and training centers/differentiate between academic and training roles;
5. need for better articulation with four-year colleges;
6. need to eliminate duplication within the curriculum;
7. need to eliminate fragmentation within the curriculum.

CURRICULUM ISSUES

1. critical thinking skills;
2. ethics;
3. report writing;
4. cultural diversity;
5. computer literacy.

CORRECTIONS SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following statements was responded to on a scale of 1-5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	33%	42%	25%		
The priorities which emerged appear to accurately represent the consensus of the group.	54%	46%			
The Delphi process saved us time in reaching consensus.	27%	46%	27%		
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	62%	15%	15%	8%	
Individual written responses would have been more useful than group discussions.		8%	8%	15%	69%
There was enough time in the group discussions to meet our objectives.	39%	39%	23%		
I would consider using the Delphi process for future projects.	54%	23%	23%		

Appendix D

Curriculum Data

(Figures do not add up to 100% due to missing responses.)

Curriculum—Corrections

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	67%	0%	0%	0%	0%	50%	8%	0%
2. Intro. to Corrections	8%	42%	0%	0%	25%	25%	17%	17%
3. Intro. to Law Enforcement	25%	0%	0%	0%	25%	17%	8%	17%
4. Criminal Law	67%	8%	0%	0%	0%	58%	0%	0%
5. Crime & Delinquency	8%	33%	0%	8%	8%	0%	25%	8%
6. Juvenile Law & Procedure	25%	42%	8%	8%	0%	25%	33%	0%
7. Correctional Counseling	17%	17%	8%	0%	33%	25%	0%	17%
8. Correctional Trmt. Programs	0%	0%	0%	0%	50%	0%	0%	25%
9. Criminal Justice Process	25%	25%	0%	8%	0%	33%	17%	0%
10. Community Relations	33%	42%	0%	0%	0%	42%	8%	0%
11. Narcotics and Drugs	17%	17%	8%	0%	25%	0%	25%	17%
12. Probation & Parole	0%	25%	25%	0%	25%	33%	8%	17%
13. Correctional Institutions	0%	8%	17%	8%	25%	17%	17%	8%
14. Intro. to Judicial Process	8%	8%	8%	0%	33%	17%	8%	17%
15. Contemp. Justice Problems	8%	0%	0%	0%	42%	0%	0%	17%
16. Work Experience	33%	8%	0%	0%	17%	8%	17%	8%

CAAJE Core Courses

	REQUIRED	NOT REQUIRED	RECOMMENDED
A. Intro. to Admin. of Justice	75%	0%	0%
B. Criminal Procedure	75%	0%	8%
C. Criminal Law	83%	0%	0%
D. Community and Human Relations	75%	0%	8%
E. Intro. to Evidence	58%	17%	0%
F. Intro. to Investigation	33%	25%	25%

(Figures do not add up to 100% due to missing responses.)

Curriculum—Fire Technology

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Fire Technology	55%	32%	7%	0%	3%	74%	7%	3%
2. Fund's of Personal Fire Safety & Emergency Action	10%	29%	7%	0%	36%	39%	0%	23%
3. Fund's of Fire Protection Chemistry	19%	29%	23%	0%	16%	61%	3%	7%
4. Fund's of Fire Protection Systems & Equipment	23%	29%	36%	0%	7%	71%	3%	7%
5. Fund's of Fire Prevention	23%	36%	29%	0%	7%	71%	3%	7%
6. Fund's of Fire Protection	10%	26%	19%	0%	26%	39%	3%	16%
7. Fund's of Fire Service Operations	16%	26%	16%	0%	26%	45%	7%	10%
8. Fire Service Organization & Responsibility	13%	26%	16%	7%	26%	26%	26%	7%
9. Combustion & Extinguishment Theory & Fire Extinguishers	16%	7%	16%	7%	32%	19%	16%	16%
10. Breathing Apparatus, Rescue, & Equipment Safety	19%	13%	23%	7%	19%	23%	23%	19%
11. Ropes, Knots & Hitches	19%	13%	19%	0%	26%	19%	16%	19%
12. Forcible Entry & Ventilation	19%	13%	13%	7%	26%	19%	19%	19%
13. Fire Control Hose & Related Practices	19%	13%	13%	7%	26%	16%	23%	19%
14. Ground Ladders	19%	13%	13%	7%	26%	16%	23%	16%
15. Overhaul; Property ; Conservation & Fire Investigatior	19%	13%	13%	7%	26%	19%	19%	19%
16. Fire Protection Systems	23%	16%	26%	3%	16%	36%	16%	16%
17. Size Up & Communications	19%	7%	16%	3%	26%	16%	23%	19%
18. Wildland Firefighting	23%	26%	19%	3%	23%	13%	39%	19%
19. Intro. to Hazardous Materials	23%	26%	26%	0%	7%	36%	26%	7%
20. Properties of Haz. Materials	23%	16%	29%	0%	16%	32%	26%	13%
21. Safety Issues Related to Hazardous Materials	16%	13%	19%	0%	29%	7%	32%	16%

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
22. Basic Firefighter Training	29%	36%	13%	3%	13%	23%	36%	13%
23. Fire Control-Introduction	23%	7%	16%	7%	29%	13%	29%	19%
24. Fire Control-Basic Operations	26%	7%	13%	7%	26%	13%	23%	19%
25. Fire Control-Structural Firefighting	23%	10%	19%	7%	26%	19%	26%	19%
26. Crash Fire Rescue	7%	7%	3%	7%	42%	3%	19%	23%
27. Auto Extrication	23%	7%	19%	7%	19%	7%	36%	16%
28. Pump Operations	7%	23%	39%	3%	13%	7%	45%	13%
29. Emergency Vehicle Operation	13%	19%	23%	0%	29%	7%	29%	23%
30. Command 1A-Principles for Company Officers	10%	32%	29%	10%	10%	13%	42%	16%
31. Command 1B-Hazardous Materials for Company Officers	7%	32%	26%	13%	10%	16%	42%	13%
32. Fire Investigation 1A-Fire Cause, Origin, and Determinatio	7%	36%	29%	13%	10%	19%	45%	13%
33. Fire Investigation 1B-Tech's of Fire Investigation	7%	26%	16%	13%	23%	13%	26%	13%
34. Mgmt. & Supr. of Fire Service Personnel	7%	26%	26%	10%	19%	13%	36%	19%
35. Fire Prevention 1A-Fire Inspection Practices	7%	36%	26%	13%	10%	16%	42%	16%
36. Fire Prevention 1B-Code Enforcement	7%	36%	23%	10%	13%	16%	42%	13%
37. Fire Prevention 1C-Flammable Liquids and Gases	7%	19%	16%	13%	29%	10%	32%	19%
38. Fire Instructor 1A	7%	36%	23%	13%	7%	16%	42%	13%
39. Fire Instructor 1B	7%	36%	23%	13%	7%	16%	42%	13%
40. Driver/Operator 1A-Emerg. Veh. Operation	7%	16%	26%	13%	19%	13%	29%	19%
41. Driver/Operator 1B-Pump Operations	3%	19%	23%	10%	26%	10%	32%	19%
42. Fire Hydraulics	0%	13%	45%	19%	16%	19%	42%	16%
43. Fire Apparatus and Equipment	3%	16%	39%	3%	23%	10%	39%	19%

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
44. Wildland Fire Control	13%	23%	23%	10%	19%	10%	39%	19%
45. Principles of Building Construction for Fire Suppressior	13%	19%	32%	13%	13%	32%	32%	13%
46. Work Experience in Fire Technology	55%	3%	7%	0%	26%	0%	45%	13%
47. Selected Topics in Fire Technology	26%	10%	13%	0%	26%	3%	19%	29%

(Figures do not add up to 100% due to missing responses.)

Curriculum—Law Enforcement

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	82%	10%	2%	0%	0%	78%	0%	0%
2. Intro. to Law Enforcement	22%	4%	2%	0%	44%	24%	4%	20%
3. Intro. to Corrections	10%	36%	6%	4%	28%	18%	26%	19%
4. Criminal Law I	68%	28%	2%	0%	2%	78%	0%	0%
5. Criminal Law II	22%	10%	0%	0%	42%	18%	6%	29%
6. Criminal Procedure	48%	34%	4%	0%	10%	64%	4%	8%
7. Community Relations	56%	34%	8%	0%	2%	78%	4%	0%
8. Evidence	48%	46%	4%	0%	2%	78%	2%	2%
9. Investigation	47%	41%	8%	2%	2%	48%	32%	2%
10. Report Writing	42%	22%	6%	0%	22%	32%	28%	8%
11. Crime & Delinquency	8%	26%	6%	2%	36%	10%	30%	16%
12. Juvenile Law & Procedure	26%	46%	8%	4%	8%	12%	46%	12%
13. Vice, Narcotics, Org'd Crime	16%	28%	4%	2%	38%	4%	34%	16%
14. Computer Use in C.J.	4%	4%	0%	4%	64%	2%	12%	26%
15. Police Field Operations	24%	40%	2%	0%	28%	20%	28%	16%
16. Intro. to Private Security	2%	8%	6%	0%	60%	2%	12%	26%
17. Intro. to Judicial Process	8%	8%	2%	0%	60%	10%	6%	26%
18. Criminal Justice Process	14%	12%	2%	0%	50%	16%	8%	22%
19. Evidence & the Laboratory	6%	8%	6%	4%	58%	6%	12%	28%
20. Traffic Law	6%	30%	4%	2%	40%	8%	26%	18%
21. Contemp. Justice Problems	6%	4%	2%	0%	62%	0%	12%	26%
22. Work Experience	64%	4%	2%	0%	14%	4%	38%	26%

CAAJE Core Curriculum

	REQUIRED	NOT REQUIRED	RECOMMENDED
A. Intro. to Admin. of Justice	90%	0%	6%
B. Criminal Procedure	83%	4%	8%
C. Criminal Law	90%	0%	8%
D. Community and Human Relations	85%	2%	10%
E. Intro. to Evidence	88%	0%	8%
F. Intro. to Investigation	52%	4%	40%

Appendix E

Administration of Justice Questionnaires
Student Data Sheets

ADMINISTRATION OF JUSTICE—CORRECTIONS EMPHASIS
DEPARTMENTAL CURRICULUM AND PRACTICES SURVEY

This questionnaire is being sent to all Administration of Justice Programs in the California community college system, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other faculty members prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

SECTION I:

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. How many students were enrolled in Administration of Justice classes at your college during the 1990/1991 school year? If actual figures are not available, please estimate.

_____	_____	_____	_____	_____	_____	_____
0-50	51-100	101-150	151-200	201-250	251-300	301+

2. Of those, how many were enrolled in the Corrections component of the Administration of Justice program?

_____	_____	_____	_____	_____	_____	_____
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available _____.

3. Averaging the number of graduates during the past three years, approximately how many Administration of Justice majors graduated from your college each year?

_____	_____	_____	_____	_____	_____	_____
0-10	11-20	21-30	31-40	41-50	51-60	61+

4. Of those, how many were in the Corrections component of the Administration of Justice program?

_____	_____	_____	_____	_____	_____	_____
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available _____.

1. Does your college offer an AA/AS, or a certificate in the following areas (check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

SECTION II:

The following questions refer to how often courses are offered and whether they are required, recommended or neither. We recognize that this is not an exhaustive list and ask that you add those courses which are not listed here but which are taught at your college. Please answer the questions by marking the appropriate boxes. Check only one box for each course.

Curriculum—Corrections	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	❐	❐	❐	❐	❐	❐	❐	❐
2. Intro. to Corrections	❐	❐	❐	❐	❐	❐	❐	❐
3. Intro. to Law Enforcement	❐	❐	❐	❐	❐	❐	❐	❐
4. Criminal Law	❐	❐	❐	❐	❐	❐	❐	❐
5. Crime & Delinquency	❐	❐	❐	❐	❐	❐	❐	❐
6. Juvenile Law & Procedure	❐	❐	❐	❐	❐	❐	❐	❐
7. Correctional Counseling	❐	❐	❐	❐	❐	❐	❐	❐
8. Correctional Trmt. Programs	❐	❐	❐	❐	❐	❐	❐	❐
9. Criminal Justice Process	❐	❐	❐	❐	❐	❐	❐	❐
10. Community Relations	❐	❐	❐	❐	❐	❐	❐	❐
11. Narcotics and Drugs	❐	❐	❐	❐	❐	❐	❐	❐
12. Probation & Parole	❐	❐	❐	❐	❐	❐	❐	❐
13. Correctional Institutions	❐	❐	❐	❐	❐	❐	❐	❐
14. Intro. to Judicial Process	❐	❐	❐	❐	❐	❐	❐	❐
15. Contemp. Justice Problems	❐	❐	❐	❐	❐	❐	❐	❐
16. Work Experience	❐	❐	❐	❐	❐	❐	❐	❐
17. Other (be specific):								
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐

SECTION III:

1. Please list any curriculum changes you would suggest for your department and explain why you think they are needed.

_____

_____

_____

_____

2. In 1988, the California Association of Administration of Justice Educators, Inc. (CAAJE) identified the following six courses as the Administration of Justice basic core program which is recommended in order to graduate with a major in Administration of Justice, emphasis on Law Enforcement. Recognizing that the emphasis in your program is on Corrections, we would still like to see whether these courses are part of your curriculum. Please check whether each of the following courses are required, not required and/or recommended for graduation.

	REQUIRED	NOT REQUIRED	RECOMMENDED
a. Intro. to Admin. of Justice	❒	❒	❒
b. Criminal Procedure	❒	❒	❒
c. Criminal Law	❒	❒	❒
d. Community and Human Relations	❒	❒	❒
e. Intro. to Evidence	❒	❒	❒
f. Intro. to Investigation	❒	❒	❒

3. Please name any courses (other than those checked above) you require for graduation with a major in Administration of Justice, Corrections emphasis.

_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒

ADMINISTRATION OF JUSTICE—LAW ENFORCEMENT EMPHASIS
DEPARTMENTAL CURRICULUM AND PRACTICES SURVEY

This questionnaire is being sent to all Administration of Justice Programs in the California community college system, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other faculty members prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

SECTION I:

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. How many students were enrolled in Administration of Justice classes at your college during the 1990/1991 school year? If actual figures are not available, please estimate.

_____	_____	_____	_____	_____	_____	_____
0-50	51-100	101-150	151-200	201-250	251-300	301+

2. Of those, how many were enrolled in the Law Enforcement component of the Administration of Justice program?

_____	_____	_____	_____	_____	_____	_____
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available _____.

3. Averaging the number of graduates during the past three years, approximately how many Administration of Justice majors graduated from your college each year?

_____	_____	_____	_____	_____	_____	_____
0-10	11-20	21-30	31-40	41-50	51-60	61+

4. Of those, how many were in the Law Enforcement component of the Administration of Justice program?

_____	_____	_____	_____	_____	_____	_____
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available _____.

SECTION II:

The following questions refer to how often courses are offered and whether they are required, recommended or neither. We recognize that this is not an exhaustive list and ask that you add those courses which are not listed here but which are taught at your college. Please answer the questions by marking the appropriate boxes. Check only one box for each course.

Curriculum—Law Enforcement	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	❒	❒	❒	❒	❒	❒	❒	❒
2. Intro. to Law Enforcement	❒	❒	❒	❒	❒	❒	❒	❒
3. Intro. to Corrections	❒	❒	❒	❒	❒	❒	❒	❒
4. Criminal Law I	❒	❒	❒	❒	❒	❒	❒	❒
5. Criminal Law II	❒	❒	❒	❒	❒	❒	❒	❒
6. Criminal Procedure	❒	❒	❒	❒	❒	❒	❒	❒
7. Community Relations	❒	❒	❒	❒	❒	❒	❒	❒
8. Evidence	❒	❒	❒	❒	❒	❒	❒	❒
9. Investigation	❒	❒	❒	❒	❒	❒	❒	❒
10. Report Writing	❒	❒	❒	❒	❒	❒	❒	❒
11. Crime & Delinquency	❒	❒	❒	❒	❒	❒	❒	❒
12. Juvenile Law & Procedure	❒	❒	❒	❒	❒	❒	❒	❒
13. Vice, Narcotics, Org'd Crime	❒	❒	❒	❒	❒	❒	❒	❒
14. Computer Use in C.J.	❒	❒	❒	❒	❒	❒	❒	❒
15. Police Field Operations	❒	❒	❒	❒	❒	❒	❒	❒
16. Intro. to Private Security	❒	❒	❒	❒	❒	❒	❒	❒
17. Intro. to Judicial Process	❒	❒	❒	❒	❒	❒	❒	❒
18. Criminal Justice Process	❒	❒	❒	❒	❒	❒	❒	❒
19. Evidence & the Laboratory	❒	❒	❒	❒	❒	❒	❒	❒
20. Traffic Law	❒	❒	❒	❒	❒	❒	❒	❒
21. Contemp. Justice Problems	❒	❒	❒	❒	❒	❒	❒	❒
21. Work Experience	❒	❒	❒	❒	❒	❒	❒	❒

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
22. Other (be specific):	❒	❒	❒	❒	❒	❒	❒	❒

_____

_____

_____

_____

_____

SECTION III:

1. Please list any curriculum changes you would suggest for your department and explain why you think they are needed.

_____

_____

_____

_____

2. In 1988, the California Association of Administration of Justice Educators, Inc. (CAAJE) identified the following six courses as the Administration of Justice basic core program which is recommended in order to graduate with a major in Administration of Justice, emphasis on Law Enforcement. Please check whether each of the following courses are required, not required and/or recommended for graduation.

	REQUIRED	NOT REQUIRED	RECOMMENDED
a. Intro. to Admin. of Justice	❒	❒	❒
b. Criminal Procedure	❒	❒	❒
c. Criminal Law	❒	❒	❒
d. Community and Human Relations	❒	❒	❒
e. Intro. to Evidence	❒	❒	❒
f. Intro. to Investigation	❒	❒	❒

3. Please name any courses (other than those checked above) you require for graduation with a major in Administration of Justice, Law Enforcement emphasis.

_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒
_____	❒	❒	❒

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE ADMINISTRATION OF JUSTICE PROGRAMS AND PUBLIC SAFETY TRAINING PROGRAMS OFFERED IN ACADEMIES AND TRAINING CENTERS

This questionnaire is being sent to all California community colleges offering classes in Administration of Justice, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other faculty members prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer an AA/AS, or a certificate in the following areas (check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list the academies and public safety training centers which your students and former students attend.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of academies and/or public safety training centers for articulation purposes, i.e. to coordinate course offerings? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of programs meet.

4. How often does the faculty of your department meet with the faculty of academies and/or public safety training centers for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How do the courses offered in your department correspond to those offered in the academies and public safety training centers which your students attend? (Check all that apply.)

_____ a. Many of our courses are the equivalent of those offered at the academies and training centers.
_____ b. Some of our courses are the equivalent, but most of our courses are not offered at the academies or training centers.
_____ c. None of our courses are offered at the academies or training centers.
_____ d. We do not offer the equivalent of any of the courses offered at the academies or training centers.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Administration of Justice department and those at the academies and/or training centers which some of your students attend. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number from each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two organizations

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each organization

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at academies and/or training centers? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

11. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE ADMINISTRATION OF JUSTICE PROGRAMS AND PUBLIC SAFETY TRAINING PROGRAMS OFFERED IN ACADEMIES AND TRAINING CENTERS

This questionnaire is being sent to all California academies and Public Safety Training Centers offering training in the area of criminal justice, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other instructors prior to responding so that your answers will reflect the views of the entire organization. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF ORGANIZATION: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your program offer a certificate in the following areas?

	Yes	No
Law Enforcement	❒	❒
Correctional Science	❒	❒
Private Security	❒	❒
Special Investigation	❒	❒
Paralegal Studies	❒	❒
Pre-law	❒	❒
Court Personnel	❒	❒
Probation Studies	❒	❒
Fire Science	❒	❒
Hazardous Materials	❒	❒
Certificates offered in other fields related to public safety (be specific):		
_____	❒	❒
_____	❒	❒
_____	❒	❒
_____	❒	❒
_____	❒	❒

2. Please list the two-year colleges which feed students into your program.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of two-year colleges for articulation purposes, i.e. to coordinate course offerings? (Check one only).

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of programs meet.

4. How often does the faculty of your department meet with the faculty of two-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How do the courses offered in your program correspond to those offered in the two-year colleges (the feeder schools) which your students may attend or have attended? (Check all that apply.)

_____ a. Many of our courses are the equivalent of those offered at the feeder community colleges.
_____ b. Some of our courses are the equivalent, but most of our courses are not offered at the feeder community colleges.
_____ c. None of our courses are offered at the feeder community colleges.
_____ d. We do not offer the equivalent of any of the courses offered at the feeder community colleges.

6. Each of the following categories refers to the relationship between the staff and/or programs at the academy or training center and those at the Administration of Justice department in the feeder two-year colleges. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two organizations

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each organization

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at two-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

11. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE ADMINISTRATION OF JUSTICE PROGRAMS AND CRIMINAL JUSTICE PROGRAMS OFFERED IN FOUR YEAR COLLEGES

This questionnaire is being sent to all Administration of Justice Programs in the California community college system, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also asking that you consult with other faculty prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer an AA or AS, or a certificate in the following areas (check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether an AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list all the public and private four-year colleges which your students transfer to that offer Bachelor's degrees in Criminal Justice.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of four-year colleges for articulation purposes, i.e. to coordinate course offerings? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate in writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of the programs meet.

4. How often does the faculty of your department meet with the faculty of four-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate in writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How well do the courses offered in your department correspond to those offered as lower-division courses in the four-year colleges to which your students transfer? (Check all that apply.)

_____ a. Students transfer full credit towards the Criminal Justice B.A. or B.S. for all A.J. classes taken at our college.
_____ b. Students transfer credit, but some A.J. classes taken at our college are only offered as upper-division courses at four-year colleges, so they transfer only as electives.
_____ c. Some A.J. classes offered at our college do not meet the requirements for the Criminal Justice major in the four-year colleges.
_____ d. The four-year colleges require one or more lower-division classes which we do not offer.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Administration of Justice department at your community college and the Criminal Justice departments at four-year colleges to which your students transfer. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two schools

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each school

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at four-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

11. Does your institution offer Law Enforcement and Corrections programs together under the umbrella of Administration of Justice/Criminal Justice?

YES NO

12. Do you think the programs should be offered together under the Administration of Justice/Criminal Justice umbrella or separately as individual programs?

TOGETHER SEPARATELY

13. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE ADMINISTRATION OF JUSTICE PROGRAMS AND CRIMINAL JUSTICE PROGRAMS OFFERED IN FOUR YEAR COLLEGES

This questionnaire is being sent to all California colleges and universities offering Bachelor's degrees in Criminal Justice, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also asking that you consult with other faculty prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of criminal justice education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____ _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer a BA/BS, or a certificate in the following areas (check the appropriate categories):

	BA/BS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a BA/BS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list the two-year colleges from which students transfer into your program.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of four-year colleges for articulation purposes, i.e. to oordinate course offerings? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate in writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of the programs meet.

4. How often does the faculty of your department meet with the faculty of four-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate in writing
_____ g. Never
_____ h. Only the heads of the programs meet.

5. How well do the lower-division courses offered in your department correspond to those offered in the four-year colleges from which your students transfer? (Check all that apply.)

_____ a. Students transfer full credit towards the Criminal Justice B.A. or B.S. for Administration of Justice classes taken at feeder community colleges.
_____ b. Students transfer credit, but some A.J. classes taken at community colleges are only offered as upper-division classses at our college, so they transfer only as electives.
_____ c. Some A.J. classes offered at community colleges do not meet the requirements for the Criminal Justice major in our college.
_____ d. Our college requires one or more lower-division classes which not all feeder community colleges offer.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Criminal Justice department at your college and the Administration of Justice departments at the two-year colleges from which your students transfer. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two schools

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each school

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at four-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

11. Does your institution offer Law Enforcement and Corrections programs together under the umbrella of Administration of Justice/Criminal Justice?

YES NO

12. Do you think the programs should be offered together under the Administration of Justice/Criminal Justice umbrella or separately as individual programs?

TOGETHER SEPARATELY

13. In 1988, the California Association of Administration of Justice Educators, Inc. (CAAJE) identified the following six courses as the Administration of Justice basic core program which is recommended in order to graduate with a major in Administration of Justice, emphasis on Law Enforcement. Please check whether each of the following courses are required, not required and/or recommended for graduation.

	REQUIRED	NOT REQUIRED	RECOMMENDED
a. Introduction to Admin. of Justice	❒	❒	❒
b. Criminal Procedures	❒	❒	❒
c. Criminal Law	❒	❒	❒
d. Community and Human Relations	❒	❒	❒
e. Introduction to Evidence	❒	❒	❒
f. Introduction to Investigation	❒	❒	❒

14. Please name any courses (other than those checked above) you require for graduation with a major in_____ Administration of Justice, Law Enforcement emphasis.

_____

_____

_____

_____

15. Additional comments:

STUDENT DATA

CORRECTIONS SURVEY FORMS

Percentage of students enrolled in Administration of Justice classes in each responding college during the 1990/1991 school year:

0%	0%	0%	0%	8%	25%	58%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Of those, number enrolled in the Corrections component of the A.J. program:

8%	25%	0%	0%	17%	8%	33%
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available: 8%

Percentage of A.J. majors that graduated from each college (after averaging the number of graduates during the past three years):

42%	0%	17%	0%	0%	0%	25%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Of those, percentage in the Corrections component of the A.J. program:

50%	8%	0%	17%	0%	0%	17%
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available: 8%

STUDENT DATA

LAW ENFORCEMENT SURVEY FORMS

Percentage of students enrolled in Administration of Justice classes in each responding college during the 1990/1991 school year:

0%	4%	4%	15%	8%	10%	56%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Of those, percentage enrolled in the Law Enforcement component of the A.J. program:

4%	25%	21%	15%	4%	4%	21%
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available: 6%

Percentage of A.J. majors that graduated from each college (after averaging the number of graduates during the past three years):

2%	6%	6%	4%	8%	8%	56%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Of those, percentage in the Law Enforcement component of the A.J. program:

8%	8%	8%	17%	6%	8%	27%
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available: 13%

Appendix F

Fire Science Questionnaires
Student Data Sheets

FIRE TECHNOLOGY
DEPARTMENTAL CURRICULUM AND PRACTICES SURVEY

This questionnaire is being sent to all Fire Technology Programs in the California community college system, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other faculty members prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of fire technology education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

SECTION I:

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. How many students were enrolled in Fire Technology classes at your college during the 1990/1991 school year? If actual figures are not available, please estimate.

_____	_____	_____	_____	_____	_____	_____
0-50	51-100	101-150	151-200	201-250	251-300	301+

2. Averaging the number of graduates during the past three years, approximately how many Fire Technology majors graduated from your college each year?

_____	_____	_____	_____	_____	_____	_____
0-10	11-20	21-30	31-40	41-50	51-60	61+

3. In which of the following areas does your college offer an AA, an AS or a certificate? (Check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

SECTION II:

The following questions refer to how often courses are offered and whether they are required, recommended or neither. We recognize that this is not an exhaustive list and ask that you add those courses which are not listed here but which are taught at your college. Please answer the questions by marking the appropriate boxes. Check only one box for each course.

Curriculum—Fire Technology	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Fire Technology	❒	❒	❒	❒	❒	❒	❒	❒
2. Fund's of Personal Fire Safety & Emergency Action	❒	❒	❒	❒	❒	❒	❒	❒
3. Fund's of Fire Protection Chemistry	❒	❒	❒	❒	❒	❒	❒	❒
4. Fund's of Fire Protection Systems & Equipment	❒	❒	❒	❒	❒	❒	❒	❒
5. Fund's of Fire Prevention	❒	❒	❒	❒	❒	❒	❒	❒
6. Fund's of Fire Protection	❒	❒	❒	❒	❒	❒	❒	❒
7. Fund's of Fire Service Operations	❒	❒	❒	❒	❒	❒	❒	❒
8. Fire Service Organization & Responsibility	❒	❒	❒	❒	❒	❒	❒	❒
9. Combustion & Extinguishment Theory & Fire Extinguishers	❒	❒	❒	❒	❒	❒	❒	❒
10. Breathing Apparatus, Rescue, & Equipment Safety	❒	❒	❒	❒	❒	❒	❒	❒
11. Ropes, Knots & Hitches	❒	❒	❒	❒	❒	❒	❒	❒
12. Forcible Entry & Ventilation	❒	❒	❒	❒	❒	❒	❒	❒
13. Fire Control Hose & Related Practices	❒	❒	❒	❒	❒	❒	❒	❒
14. Ground Ladders	❒	❒	❒	❒	❒	❒	❒	❒
15. Overhaul; Property Conservation; & Fire Investigation	❒	❒	❒	❒	❒	❒	❒	❒
16. Fire Protection Systems	❒	❒	❒	❒	❒	❒	❒	❒
17. Size Up & Communications	❒	❒	❒	❒	❒	❒	❒	❒
18. Wildland Firefighting	❒	❒	❒	❒	❒	❒	❒	❒
19. Intro. to Hazardous Materials	❒	❒	❒	❒	❒	❒	❒	❒
20. Properties of Hazardous Materials	❒	❒	❒	❒	❒	❒	❒	❒

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
21. Safety Issues Related to Hazardous Materials	❒	❒	❒	❒	❒	❒	❒	❒
22. Basic Firefighter Training	❒	❒	❒	❒	❒	❒	❒	❒
23. Fire Control-Introduction	❒	❒	❒	❒	❒	❒	❒	❒
24. Fire Control-Basic Operations	❒	❒	❒	❒	❒	❒	❒	❒
25. Fire Control-Structural Firefighting	❒	❒	❒	❒	❒	❒	❒	❒
26. Crash Fire Rescue	❒	❒	❒	❒	❒	❒	❒	❒
27. Auto Extrication	❒	❒	❒	❒	❒	❒	❒	❒
28. Pump Operations	❒	❒	❒	❒	❒	❒	❒	❒
29. Emergency Vehicle Operation	❒	❒	❒	❒	❒	❒	❒	❒
30. Command 1A-Principles for Company Officers	❒	❒	❒	❒	❒	❒	❒	❒
31. Command 1B-Hazardous Materials for Company Officers	❒	❒	❒	❒	❒	❒	❒	❒
32. Fire Investigation 1A-Fire Cause, Origin, and Determination	❒	❒	❒	❒	❒	❒	❒	❒
33. Fire Investigation 1B-Tech's of Fire Investigation	❒	❒	❒	❒	❒	❒	❒	❒
34. Mgmt. & Supr. of Fire Service Personnel	❒	❒	❒	❒	❒	❒	❒	❒
35. Fire Prevention 1A-Fire Inspection Practices	❒	❒	❒	❒	❒	❒	❒	❒
36. Fire Prevention 1B-Code Enforcement	❒	❒	❒	❒	❒	❒	❒	❒
37. Fire Prevention 1C-Flammable Liquids and Gases	❒	❒	❒	❒	❒	❒	❒	❒
38. Fire Instructor 1A	❒	❒	❒	❒	❒	❒	❒	❒
39. Fire Instructor 1B	❒	❒	❒	❒	❒	❒	❒	❒
40. Driver/Operator 1A-Emerg. Veh. Operation	❒	❒	❒	❒	❒	❒	❒	❒
41. Driver/Operator 1B-Pump Operations	❒	❒	❒	❒	❒	❒	❒	❒

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
42. Fire Hydraulics	❐	❐	❐	❐	❐	❐	❐	❐
43. Fire Apparatus and Equipment	❐	❐	❐	❐	❐	❐	❐	❐
44. Wildland Fire Control	❐	❐	❐	❐	❐	❐	❐	❐
45. Principles of Building Construction for Fire Suppression	❐	❐	❐	❐	❐	❐	❐	❐
46. Work Experience in Fire Technology	❐	❐	❐	❐	❐	❐	❐	❐
47. Selected Topics in Fire Technology	❐	❐	❐	❐	❐	❐	❐	❐
48. Other (be specific):								
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐
_____	❐	❐	❐	❐	❐	❐	❐	❐

SECTION III:

1. Please list any curriculum changes you would suggest for your department and explain why you think they are needed.

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE FIRE TECHNOLOGY PROGRAMS AND FIRE TECHNOLOGY TRAINING PROGRAMS OFFERED IN ACADEMIES AND TRAINING CENTERS

This questionnaire is being sent to all California community colleges offering courses in Fire Technology, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other faculty members prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of fire services education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer an AA/AS, or a certificate in the following areas (check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list the academies and public safety training centers which your students and former students attend.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with instructors at academies and/or public safety training centers for articulation purposes? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of each program meet.

4. How often does the faculty of your department meet with instructors at academies and/or public safety training centers for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How do the courses offered in your department correspond to those offered in the academies and public safety training centers which your students attend? (Check all that apply.)

_____ a. Many of our courses are the equivalent of those offered at the academies and training centers.
_____ b. Some of our courses are the equivalent, but most of our courses are not offered at the academies or training centers.
_____ c. None of our courses are offered at the academies or training centers.
_____ d. We do not offer the equivalent of any of the courses offered at the academies or training centers.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Fire Technology department at your community college and those at the academies and/or training centers which some of your students attend. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two organizations

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each organization

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at academies and/or training centers? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	☐	☐	☐	☐
Academies/Training Centers	☐	☐	☐	☐

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	☐	☐	☐	☐
Academies/Training Centers	☐	☐	☐	☐

_____

_____

_____

11. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE FIRE TECHNOLOGY PROGRAMS AND FIRE TECHNOLOGY TRAINING PROGRAMS OFFERED IN ACADEMIES AND TRAINING CENTERS

This questionnaire is being sent to all California academies and Public Safety Training Centers offering training in the area of fire services, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also requesting that you consult with other instructors prior to responding so that your answers will reflect the views of the entire organization. In order to effectively review the current status of fire services education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF ORGANIZATION: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your program offer a certificate in the following areas?

	Yes	No
Law Enforcement	❒	❒
Correctional Science	❒	❒
Private Security	❒	❒
Special Investigation	❒	❒
Paralegal Studies	❒	❒
Pre-law	❒	❒
Court Personnel	❒	❒
Probation Studies	❒	❒
Fire Science	❒	❒
Hazardous Materials	❒	❒
Certificates offered in other fields related to public safety (be specific):		
_____	❒	❒
_____	❒	❒
_____	❒	❒
_____	❒	❒
_____	❒	❒

2. Please list the two-year colleges which feed students into your program.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of two-year colleges for articulation purposes, i.e. to coordinate course offerings? (Check one only).

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of the programs meet.

4. How often does the faculty of your department meet with the faculty of two-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How do the courses offered in your program correspond to those offered in the two-year colleges (the feeder schools) which your students may attend or have attended? (Check all that apply.)

_____ a. Many of our courses are the equivalent of those offered at the feeder community colleges.
_____ b. Some of our courses are the equivalent, but most of our courses are not offered at the feeder community colleges.
_____ c. None of our courses are offered at the feeder community colleges.
_____ d. We do not offer the equivalent of any of the courses offered at the feeder community colleges.

6. Each of the following categories refers to the relationship between the staff and/or programs at your academy or training center and those at the Fire Technology department in the feeder two-year colleges. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two organizations

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each organization

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at two-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Academies/Training Centers	❒	❒	❒	❒

_____

_____

_____

11. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE FIRE TECHNOLOGY PROGRAMS AND FIRE SERVICES PROGRAMS OFFERED IN FOUR-YEAR COLLEGES

This questionnaire is being sent to all California community colleges offering certificates or Associate's degrees related to fire services, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also asking that you consult with other faculty prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of fire services education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer an AA/AS, or a certificate in the following areas (check the appropriate categories):

	AA/AS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether an AA/AS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list all the four-year colleges to which students transfer from your program.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of four-year colleges for articulation purposes, i.e. to coordinate course offerings? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of each program meet.

4. How often does the faculty of your department meet with the faculty of four-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How well do the courses offered in your department correspond to those offered as lower-division courses in the four-year colleges to which your students transfer? (Check all that apply.)

_____ a. Students transfer full credit towards the Fire Services B.A. or B.S. for all Fire Technology classes taken at our college.
_____ b. Students transfer credit, but some fire services classes taken at our college are only offered as upper-division classes at four-year colleges, so they transfer only as electives.
_____ c. Some fire services classes offered at our college do not meet the requirements for the Fire Services major in the four-year colleges.
_____ d. The four-year colleges require one or more lower-division classes which we do not offer.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Fire Technology department at your community college and the Fire Services departments at the four-year colleges to which your students transfer. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two schools

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each school

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at four-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

11. Additional Comments:

SURVEY OF THE NATURE OF ACADEMIC RELATIONSHIPS BETWEEN COMMUNITY COLLEGE FIRE TECHNOLOGY PROGRAMS AND FIRE SERVICES PROGRAMS OFFERED IN FOUR YEAR COLLEGES

This questionnaire is being sent to all California colleges and universities offering Bachelor's degrees related to fire services, and we are requesting responses by all contact persons to whom the surveys have been addressed. We are also asking that you consult with other faculty prior to responding so that your answers will reflect the views of the entire department. In order to effectively review the current status of fire services education in this state, it is necessary to have a 100% response rate. Only you can make that possible. Thank you for your cooperation.

NAME OF COLLEGE: _____

NAME OF RESPONDENT: _____

PHONE NUMBER OF RESPONDENT: _____

ADDRESS OF RESPONDENT: _____

1. Does your college offer a BA/BS, or a certificate in the following areas (check the appropriate categories):

	BA/BS	Certificate	Neither
Law Enforcement	❐	❐	❐
Correctional Science	❐	❐	❐
Private Security	❐	❐	❐
Special Investigation	❐	❐	❐
Paralegal Studies	❐	❐	❐
Pre-law	❐	❐	❐
Court Personnel	❐	❐	❐
Probation Studies	❐	❐	❐
Fire Science	❐	❐	❐
Hazardous Materials	❐	❐	❐
Other fields related to public safety (please be specific and state whether a BA/BS, a certificate or neither is offered for each area):			
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐
_____	❐	❐	❐

2. Please list all the two-year colleges from which students transfer into your program.

_____ _____ _____

_____ _____ _____

_____ _____ _____

3. How often does your faculty meet with the faculty of two-year colleges for articulation purposes, i.e. to coordinate course offerings? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never, articulation is handled outside of the department
_____ h. Only the heads of the programs meet.

4. How often does the faculty of your department meet with the faculty of two-year departments for purposes other than articulation? (Check one only.)

_____ a. At least once a semester
_____ b. At least once a year
_____ c. At least once every two years
_____ d. Less than once every two years
_____ e. Never, but we communicate over the phone
_____ f. Never, but we communicate by writing
_____ g. Never
_____ h. Only the heads of programs meet.

5. How well do the lower-division courses offered in your department correspond to those offered in the two-year colleges from which your students transfer? (Check all that apply.)

_____ a. Students transfer full credit towards the Fire Services B.A. or B.S. for all Fire Technology classes taken at feeder community colleges.
_____ b. Students transfer credit, but some Fire Technology classes taken at community colleges are only offered as upper-division classses at our college, so they transfer as electives.
_____ c. Some Fire Technology classes offered at community colleges do not meet the requirements for the Fire Services major in our college.
_____ d. Our college requires one or more lower-division classes which not all feeder community colleges offer.

6. Each of the following categories refers to the relationship between the staff and/or programs in the Fire Services department at your college and the Fire Technology departments at the two-year colleges from which your students transfer. Rank each of the following on a scale ranging from 5 (highly positive) to 1 (highly negative). Please circle only one number for each category.

a. Articulation of courses

5 4 3 2 1

b. Professional relationships between staff in the two schools

5 4 3 2 1

c. Sharing of resources

5 4 3 2 1

d. Ongoing interaction regarding academic issues

5 4 3 2 1

e. Mutual promotion of student opportunities offered by each school

5 4 3 2 1

7. Please list other positive or negative aspects of that relationship which were not included (be specific):

_____

_____

_____

_____

8. Do you have any suggestions for improving that relationship? If so, please list them.

_____

_____

_____

9. How do you define the primary mission of your program as compared to programs at two-year colleges? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

_____

_____

_____

10. What do you think the primary mission should be? (Select only one answer for each category.)

	Applied Education	Liberal Arts Education	Both	Other (explain below)
Community Colleges	❒	❒	❒	❒
Four-Year Colleges	❒	❒	❒	❒

11. Additional Comments:

STUDENT DATA

FIRE SCIENCE SURVEY FORMS

Percentage of students enrolled in Fire Science classes in each responding college during the 1990/1991 school year:

7%	32%	7%	7%	0%	7%	39%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Those figures are not available: 3%

Percentage of Fire Science majors that graduated from each college (after averaging the number of graduates during the past three years):

39%	23%	13%	0%	7%	3%	13%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Those figures are not available: 3%

Public Safety Curriculum Project

Expanded Executive Summary

Prepared by
Tonya Hilligoss, M.A.

In cooperation with Evergreen Valley College

For the Chancellor's Office
California Community Colleges
1992

BEST COPY AVAILABLE

Public Safety Curriculum Project

Expanded Executive Summary

Public Safety Curriculum Project
Expanded Executive Summary

Ronald Havner, Project Director
Evergreen Valley College

Carl D. Perkins Vocational Education Act
1991 Vocational Education Special Project Contractor #90-0459

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PREFACE

The Chancellor's Office, California Community Colleges, oversees all California Community College programs to ensure that they are providing students with the best education possible. This report is the culmination of a project designed to improve Public Safety education within community colleges and to improve the articulation between community colleges, four-year colleges and academies/training centers in relation to Public Safety education.

The findings that emerged from this study emphasize the shared concerns of educators in the three Public Safety fields of Corrections, Fire Science, and Law Enforcement, and identify the direction that practitioners feel education in their disciplines should take. This project was funded by Title II, Part B of the Carl D. Perkins Educational Act, P. L. 98-524, 1991, and it incorporates the findings of several other projects funded by the same Act. The Project Manager drew on the expertise of numerous professionals in the three fields and particularly on the members of the Public Safety Education Advisory Committee and the California Association of Administration of Justice Educators.

The project grant was awarded to Evergreen Valley College where it was directed by Ronald Havner, Associate Vice President, Criminal Justice Training Center. It was managed by Tonya Hilligoss, a Sociologist teaching at Sacramento City College. The overall coordination was provided by the Chancellor's Office, California Community Colleges, Vocational Education Unit, under the supervision of Leo Ruelas, Specialist in Public Safety Education .

The data contained within this document emerged from the practices and philosophies revealed by Public Safety educators in California. These findings and conclusions are part of an ongoing process of educational revision which is necessary to help the three Public Safety disciplines keep up with the rapid demographic and technological changes that affect them. We offer these findings and recommendations as resources that will help provide the basis for continued high performance on the part of educators in the Public Safety field.

Dr. Patricia Stanley
Dean, Vocational Education

ACKNOWLEDGMENTS

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We would like to express our sincere appreciation to those Public Safety professionals who participated in the statewide meetings that were a major component of this project. Lists of the participants at each of the three meetings can be found in Appendices A, B, and C.

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FOREWORD

Public Safety education in California was developed to meet specific training needs within individual agencies and, as a result, developed in a highly fragmented manner. Not only did Corrections, Fire Science and Law Enforcement develop separate training approaches, but often each agency and school developed programs with little or no coordination with those offering similar programs. In recent years Standards and Training for Corrections (STC), the Training Division of the California State Fire Marshal's Office (CSFM), and the Commission on Peace Officers Standards and Training (POST) have worked to coordinate training within the agencies they serve, but two major problems remain. One is that many colleges, two-year as well as four-year, work only peripherally with those training organizations. This results in unnecessary duplication of coursework and allows for some gaps in overall education. The second problem is that Corrections, Fire Science and Law Enforcement have defined themselves as separate entities (even when Corrections and Law Enforcement are housed under an "Administration of Justice" department), thereby losing the educational and political support they are in a position to provide to one another. The umbrella of Public Safety education is one that encourages the three disciplines to borrow one another's pedagogical tools and join together to promote their shared political agenda.

The lack of coordination within the Public Safety fields is illustrated by the problems that exist with nomenclature and organization. Corrections and Law Enforcement are two distinct disciplines that sometimes stand alone and other times are housed together in "Administration of Justice" departments. However, "Administration of Justice" students at community colleges become "Criminal Justice" students when they transfer to four-year colleges. The curricula are compatible, but the names change. Whenever possible in this document, I will distinguish between Corrections and Law Enforcement, but there are occasions when their shared organizational affiliation must take precedence. The same principle applies to department titles. When discussing community colleges exclusively, I will refer to "Administration of Justice," but I will use the more broadly inclusive term "Criminal Justice" when including other entities.

A separate concern is that throughout this report, I refer to three areas of Public Safety when there are really four. The fourth is Hazardous Materials Training (HazMat). In this report it is discussed as a part of Fire Science, but that is not universally considered to be appropriate. For the purposes of this report, it will suffice to state that HazMat definitely falls under the umbrella of Public Safety education, but its position within the Public Safety field has not yet been clearly delineated.

INTRODUCTION

Since 1980 the Chancellor's Office, California Community Colleges has funded several major studies in the Public Safety field. The Public Safety Curriculum Project has gone beyond former studies by posing questions about pivotal issues that guide curriculum decisions, and it has provided the opportunity to address issues that interfere with the effective coordination of educational programs in these three disciplines. All three of the Public Safety fields were studied in an effort to determine the current status of Public Safety education as well as the direction practitioners in these disciplines believe that education should take. Examples of previous Law Enforcement studies are Core Courses of Study (1980 and 1988) and Critical Thinking and Writing Across the Curriculum (1989), whereas Fire Science has concentrated on Curriculum Development (1989) and the Command Series Revision (in progress). This is the first effort to integrate all three disciplines and study them as part of Public Safety education. It is becoming increasingly obvious that because educational programs in Corrections, Fire Science and Law Enforcement share the unique quality of preparing students for employment in the Public Safety fields, there are educational and political advantages to linking those disciplines together under the auspices of Public Safety education. For example, one of the main recommendations of the Fire Technology Curriculum Development Project (1989) was that Fire Technology courses should be exempted from community college enrollment caps. That is a concern shared with Corrections and Law Enforcement and one that can be more effectively argued collectively than individually. The findings of this study demonstrate that is only one of numerous shared concerns among educators in these three fields.

Practitioners in the three Public Safety fields have realized for some time that Public Safety education could be delivered in a more efficient manner if there was a better understanding of what was being taught by all organizations involved. By focusing on four-year colleges and academies/ training centers as well as community colleges, this study has been able to identify some of the duplication and gaps in Public Safety education. With the help of participants at the statewide meetings, it has also been possible to reach consensus on the areas of greatest concern within each of the three disciplines that were examined. The next step is to address the highest priorities, a process that has already started.

Chapter 1

Project Objectives and Anticipated Outcomes

The Public Safety Curriculum Project was a comprehensive study of Public Safety education in California. The following objectives were accomplished:

- the identification of current curricula in Public Safety programs throughout California;
- the identification of current practices in Public Safety programs throughout California;
- the identification of current academic relationships between Public Safety programs in community colleges and Public Safety programs in academies and training centers;
- the identification of current academic relationships between Public Safety programs in community colleges and Public Safety programs in four-year colleges;
- the review of current guidelines established by state training agencies;
- the completion of statewide meetings of Public Safety practitioners in the areas of Corrections, Fire Science and Law Enforcement;
- the completion of a comprehensive report detailing the findings of the study.

The only objective that was not met was that of updating the 1988 job analysis study. The Board of Directors unanimously agreed that the existing analysis was conducted too recently to warrant another analysis at this time. Results of the 1988 analysis can be found in Administration of Justice: Educational Programs for Community Colleges of California which was authored by Denny F. Pace.

Current state training guidelines were reviewed for purposes of this study, but a detailed discussion of them would not be appropriate within this report. Full guidelines are available from Standards and Training for Corrections, the Commission on Peace Officers Standards and Training, and the Training Division of the California State Fire Marshal's Office.

In this study we attempted to discover whether there was a need to coordinate and standardize Public Safety programs and whether there was a need to address the difficulties of keeping up with the changing needs of Public Safety practitioners as they attempt to adapt to the shifting demographics of California and the evolving technology that affects the three disciplines studied. Those needs were identified, along with others discussed throughout this report.

Chapter 2

Methodology and Activities

This project utilized a broad-based approach to generating data in that respondents had an opportunity to answer both open-ended and close-ended questions as well as participate in face-to-face interaction about education within their disciplines. The key tools used in this study were survey instruments designed to identify the current status of Public Safety education in California and elicit data regarding respondents' ideas about the desired direction that education should take. Eleven questionnaires (five for Fire Science and six for Administration of Justice) were developed and distributed to community colleges, four-year colleges and academies/training centers with accompanying letters explaining the need for a high level of participation. One questionnaire was sent to each four-year college and academy/training center posing questions about courses taught, relationships with community colleges and how respondents thought Public Safety education should be conceptualized. Three questionnaires were sent to each community college program with one focused on curriculum, one on relationships with four-year colleges and one on relationships with academies/training centers. Colleges offering Corrections and Law Enforcement programs combined under Administration of Justice departments were sent four since they received two curriculum (Corrections and Law Enforcement) questionnaires.

After the first round of survey instruments was returned, new packets of questionnaires were distributed to non-responding organizations with letters reminding potential respondents of the importance of their participation. Further follow-up was conducted in person and by phone by the Project Director, members of the Board of Directors, the Chancellor's Office Specialist in Public Safety Education, and the Project Manager. The final return rate for the community colleges was 57% for Criminal Justice (Corrections and Law Enforcement combined) and 58% for Fire Science. The rate for four-year colleges was 45% for Criminal Justice and 0% for Fire Science. (There are only three four-year colleges in California offering degrees related to Fire Science.) The rate for academies/training centers was 53% for Criminal Justice and 100% for Fire Science. (There is currently only one active fire academy under the California State Fire Marshal's Office; all others are directly affiliated with community colleges.)

The survey instruments provided ample opportunity for respondents to make comments about various issues, and those comments were instrumental in developing the lists of issues that were the centerpieces of the statewide meetings. Separate meetings were held for Corrections, Fire Science and Law Enforcement in which educators and practitioners from those fields met to discuss the issues and prioritize them. Prior to any discussion beyond clarification, individuals were asked to rank their concerns in order of importance, and later analysis demonstrated that participants were concerned with the lack of curricular standardization even at that point. We then introduced a modified version of the Delphi process in which we presented and discussed the issues previously identified and asked participants to individually prioritize them. Participants had the opportunity to alter the lists in any way they pleased as long as all changes were the result of group consensus, and numerous changes were made at all three meetings. Issues were added and deleted, and participants at both the Corrections and Law Enforcement meetings divided their lists into two, one emphasizing general issues and the other focusing on curriculum issues. The prioritized lists prepared by each participant were computed aggregately and averaged after each ranking session so that the resulting list reflected the collective view of the group. It is significant that after three discussions of the issues and three opportunities to prioritize them, all three groups reached consensus in the second round of ranking and maintained that consensus through the third round. That does not mean every single participant agreed with the final product, but it does demonstrate that the vast majority agreed so strongly that they maintained the order of the issues through two discussion and ranking sessions. It is also significant that the Number One priority of all three groups was the same, further illustrating the underlying similarities of the three disciplines. The Delphi meetings provided an opportunity for people from different organizations who are engaged in the same kind of work to discuss their concerns and develop a shared understanding of what their disciplines need in relation to education. However, although community colleges, academies/training centers, Public Safety agencies, and professional organizations were well represented, with only one exception, four-year colleges were not. This is a matter of concern that will be discussed later.

CHAPTER 3

MAJOR FINDINGS

The following primary needs within each of the Public Safety disciplines were revealed by this study:

CORRECTIONS

- the need to develop some degree of standardization of the curriculum;
- the need for community colleges to develop better articulation with academies and training centers and investigate the possibility of integrating their programs;
- the need for community colleges to develop better articulation with four-year colleges;
- the need to differentiate between academic and training roles;
- the need to more equitably distribute educational/training funds between Public Safety agencies;
- the need to establish reliable recordkeeping procedures in education/training programs;
- the need to develop a reliable tracking system of graduates for accountability purposes;
- the need to integrate critical thinking, ethics and cultural diversity into the curriculum;
- the need to expand or introduce coursework on report writing and computer literacy.

LAW ENFORCEMENT

- the need to standardize and implement the core curriculum;
- the need to improve articulation between community colleges and academies and training centers;
- the need to investigate the possibility of community colleges sharing the same administration with academies and training centers;
- the need to improve articulation between community colleges and four-year colleges;
- the need to determine academic and training needs and how to best meet both;
- the need to establish reliable recordkeeping procedures in education/training programs;
- the need to develop a reliable tracking system of graduates for accountability purposes;
- the need to determine how to establish basic skills prerequisites without destroying programs;
- the need to integrate critical thinking, ethics and cultural diversity into the curriculum;

- the need to expand or introduce coursework on report writing, computer literacy, foreign languages for peace officers and defensive driving.

FIRE SCIENCE

- the need to develop, standardize and revise the Fire Technology curriculum;
- the need to revise program/course certification process;
- the need to revise instructor certification process and evaluation process;
- the need to improve articulation between the California State Fire Marshal's Office and the Chancellor's Office, California Community Colleges;
- the need to access outside funding sources to offset funding cuts;
- the need to improve articulation between academies and training centers, community colleges and four-year colleges;
- the need to improve articulation between community colleges and academies/training centers and investigate the possibility of sharing the same administration;
- the need to determine the most appropriate delivery system for HazMat.

CHAPTER 4

HOW PROJECT CONTRIBUTES TO IMPROVEMENT OF PUBLIC SAFETY EDUCATION

This project contributes to the improvement of Public Safety education by identifying critical changes that need to be made. By redefining the relationship between Corrections, Fire Science and Law Enforcement so that the three disciplines are conceptualized as being separate but related entities that fall under the auspices of Public Safety, education in these fields can benefit both pedagogically and politically. These disciplines are unique in that all three programs definitely constitute vocational education, while also going beyond it, and they are disciplines that prepare students to work in organizations that are often under the scrutiny of the public. Students must develop a sensitivity to public perceptions of their work and must master complex critical thinking skills as well as basic job skills. By uniting under the umbrella of Public Safety, educators in these fields can more easily share proven teaching methodologies, and they can work collectively to promote their shared political concerns. For example, reductions in numbers of classes offered in traditional academic disciplines will result in strong efforts to regain classes, but arguments will be based on the needs of students. Similar reductions in Public Safety classes will also be fought, but arguments will be based on community as well as student needs. Public Safety disciplines can only increase their influence by working together to demonstrate the extent of that community need.

Public Safety education will also be improved if the articulation issues are effectively addressed. The strong support for combining the administrations of community college programs and their academy or training center counterparts suggests that the integration of such programs may be beneficial to all involved. It creates a resource base that is appealing to Public Safety agencies that may want to access that base, thereby creating significantly more opportunities for students. By doing so, it also promotes the coordination of activities with local Public Safety agencies, increasing the possibilities of developing centralized academies/training centers that can serve numerous organizations at a significant savings to the taxpayer.

Improved articulation with four-year colleges will further improve Public Safety education. When relationships between community colleges and four-year colleges are viewed as either non-existent or adversarial, the result can only be detrimental to students and the Public Safety disciplines themselves. Professionalization within Corrections, Fire Science and Law Enforcement is a frequently addressed issue, but it can only be fully realized if students have the opportunity to pursue their educational objectives beyond the community college level. Fire Science faces the most severe challenge, because there are very few programs students can pursue at four-year colleges. According to the California Postsecondary Education Commission, only three four-year colleges in California offer Bachelor's degrees in areas related to Fire Science: California State University, Los Angeles, City University, Santa Clara, and Cogswell College. Given the complexities faced by firefighters, particularly as they advance through the ranks, increased educational opportunities would help prepare them for the demands of their work. Changing building technologies alone complicate what used to be routine tasks and, although much of the technical expertise can be offered in training modules, all departments need people with an understanding of the technical aspects of the job as well as a broad-based managerial overview that will enable them to efficiently run their department. That is most likely to be accomplished by completing a Bachelor's degree in a field directly related to firefighting.

The Criminal Justice fields are much better represented in the four-year colleges with 23 schools offering Bachelor's degrees, 15 offering Master's, and 5 offering Doctorates. However, there is little or no articulation between community college Administration of Justice programs and the four-year colleges to which those A.J. students transfer. Both types of institutions report that they rarely meet for any purpose and that they leave articulation matters to people outside of the department. Questions related to the transferability of courses reveal that this practice creates problems for students because not all community college classes are accepted for the Criminal Justice major at the four-year colleges. Better articulation could correct this situation and, at the same time, improve professional relationships between staff, promote student opportunities and the sharing of resources, and encourage ongoing interaction regarding academic issues. All of these would improve the quality of Public Safety education.

CHAPTER 5

RECOMMENDATIONS

Seven major recommendations have emerged from this study. Since standardization of the three curricula is already being pursued, the remaining critical need is that of articulation and the organization of programs that can achieve the goal of articulation. Separately administered Public Safety programs need to investigate the possibility of integrating their programs with local academies and/or training centers and, when that model can better serve students, its adoption should be seriously considered. Similarly, the teaching staffs in two and four-year colleges need to work together to create programs that are well-articulated so that students can most efficiently complete their degrees. In addition, funding agencies need to reassess their priorities. The increasing need for trained correctional workers necessitates providing adequate funds for Corrections training. The inequity that has existed between Corrections and Law Enforcement needs to be examined and resolved in a manner that will enable both systems to properly train their personnel. Also, better recordkeeping in Public Safety programs, particularly Corrections and Law Enforcement, is essential. Information regarding the numbers of students within each program is highly unreliable at the current time. A related need is to develop a reliable tracking system to determine how many students are placed in Public Safety agencies. Ongoing difficulties with meeting that objective in the past may require that it become a separate research project. Lastly, the major recommendation related to research is that of expanding the Chancellor's Office's efforts to assess the need for HazMat training. Although practitioners in Fire Science point to the recent expansion of HazMat programs, numerous questions remain about the role community colleges will play, particularly in regards to providing training within the private sector.

CHAPTER 6

CONCLUSION

Public Safety education is at a crossroads. Factors such as changing demographics have made the fields of Corrections, Fire Science and Law Enforcement too complex for skills training alone to be sufficient, yet the products of technology like toxic spills and high powered weapons have made skills training even more critical than it was in the past. At the same time, Public Safety education is facing the same fiscal constraints experienced by the rest of the public sector, so critical decisions have to be made regarding what to fund. The integration of Public Safety departments with local academies and training centers is one obvious way to save money that can then be directed towards other needs. When different organizations in one community establish separate institutions to provide similar types of education, unnecessarily large amounts of money are spent on the administrative needs of each institution. Integration would avoid that, but integration of educational programs is only possible if there is philosophical agreement by all parties regarding the differing purposes of the varying kinds of education being provided. Skills training is necessary, but it belongs in academies and training centers so that the Public Safety organizations referring students can oversee what is being taught to ensure that it is consistent with the procedures of their agencies. Academic coursework, on the other hand, belongs in colleges where there is time to thoroughly explore the subject matter in a process of intellectual discourse, integrating issues such as critical thinking, ethics and cultural diversity that have become so integral to work in the Public Safety fields. Both skills training and academic coursework are essential in Public Safety education and neither is more valuable nor important than the other. By housing them in different places, each can access what it needs (variable course length options and greater involvement of Public Safety agencies in academies and training centers; semester-length classes and the availability of academic resources in colleges) while sharing the same administration, thereby better coordinating all resources of the Public Safety community and saving increasingly scarce monetary resources.

If Public Safety education becomes more standardized and articulation significantly improves, California will benefit from the less costly but more efficient educational system that will evolve. Students, educators, and all those who are served by Public Safety agencies will experience the advantages of a systematic, well-organized and comprehensive approach to preparing those mandated to oversee the safety of our citizens. It is the responsibility of those of us involved in Public Safety education to vigorously seek the funds necessary to support the initiatives that will make this possible.

Appendix A

Documents from Fire Science Delphi Meeting

March 10, 1992

PUBLIC SAFETY CURRICULUM PROJECT
FIRE SCIENCE DELPHI MEETING—3/10/92

FACILITATORS:
Tonie Hilligoss-Sacramento City College
Bill Lane-Allan Hancock College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
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David Barbin-Cabrillo College
Fred Bunker-Santa Rosa Junior College
Thomas Cole-Butte College
Ron Coleman-California State Fire Marshal's Office
Mike Collins-Fresno City College
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Ralph Craven-Mission College
Beverly Curl-Long Beach City College
Tom Feierabend-Mt. San Antonio College
Jackie Fisher-Bakersfield College
Joaquim Goldsmith-California State University, Sacramento
Bill Greene-Solano College
Ron Havner-San Jose/Evergreen Valley College
John Higby-Oxnard College
Donald Kehret-Rio Hondo College
John Kitchens-Los Angeles Valley College
Terry Koeper-Southwestern College
Ron Martinez-Sierra College
Walt McDermott-California State Fire Marshal's Office
George Melendrez-Columbia College
Leland Mitchell-Napa Valley College
Lawrence Moncrief-Modesto Junior College
Charlotte Nagy-Miramar College
Bill Ogden-CSFA Education Committee
Jim Rankin-California State Fire Marshal's Office
Mike Rielley-American River College
Tom Robello-Las Positas College
Frank Scotti-Rancho Santiago College
Dave Senior-Allan Hancock College
Eddie Smith-Crafton Hills College
Tommy Tucker-Lassen College
Ray Vittori-Emeryville Fire Department
John White-Shasta College

ISSUES IN FIRE SCIENCE EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1 - 5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Expansion of HazMat training	27%	27%	33%	7%	7%
Training Focus—departments, volunteers, industry, etc.	13%	23%	43%	10%	10%
Fire Science computer education	10%	40%	37%	13%	
Funding cuts	63%	23%	13%		
Need to revise instructor cerfification process	47%	27%	17%	7%	3%
Need to revise evaluation process	31%	31%	24%	14%	
Need to develop new curriculum as required	70%	20%	7%		3%
Need to standardize fire technology programs	67%	23%	7%		3%
Need to revise program/class certification process	45%	35%	14%	4%	4%
Articulation with four-year colleges	7%	28%	48%	17%	4%
Articulation between CSFM and the Community College Chancellor's Office	53%	33%	7%		7%
Articulation between academies and regional training centers	23%	43%	27%		7%
Issue of whether training centers and community college programs should be under the same administration	17%	31%	37%	13%	3%
Extent of participation by members of the fire service community on community college advisory committees	40%	23%	23%	13%	
Need for subcommittees from community colleges and academies to address shared problems	45%	21%	21%	10%	4%
Need to update training and audio-visual materials in all courses	60%	17%	13%	7%	3%

Issues in Fire Science Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The following reflects those issues in order of priority:

1. need to develop, standardize and revise Fire Technology curriculum and revise program/course certification process;

2. need to revise instructor certification process and evaluation process and improve articulation between the California State Fire Marshal's Office and the Chancellor's Office, California Community Colleges;

3. funding cuts;

4. articulation among academies and training centers, among community colleges and four-year colleges, and among academies and community colleges, including settling the shared administration issue;

5. need to update training and audio-visual materials in all courses;

6. extent of participation by Fire Service community on community college advisory committees;

7. expansion of HazMat training;

8. training focus-departments, volunteers, industry;

9. Fire Technology computer education.

FIRE SERVICES SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following was responded to on a scale of 1 - 5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	60%	35%	5%		
The priorities which emerged appear to accurately represent the consensus of the group.	75%	15%	10%		
The Delphi process saved us time in reaching consensus.	35%	55%	5%		5%
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	67%	22%	11%		
Individual written responses would have been more useful than group discussions.	15%	23%	39%	23%	
There was enough time in the group discussions to meet our objectives.	8%	62%	15%		15%
I would consider using the Delphi process for future projects.	55%	35%	5%		5%

Appendix B

Documents from Law Enforcement Delphi Meeting
April 20, 1992

PUBLIC SAFETY CURRICULUM PROJECT
LAW ENFORCEMENT DELPHI MEETING—4/30/92

FACILITATORS:
Ron Havner-San Jose/Evergreen Valley College
Tonie Hilligoss-Sacramento City College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
Neal Allbee-Sierra College
Fred Allen-Butte College/Public Safety Education Advisory Committee
Ron Allen-P.O.S.T.
Gerry Beatty-Hartnell College
Mary Kay Borchard-Imperial Valley College
Fred Bowman-Yuba College
Kelly Chun-Palomar College
Les Clark-Sacramento Public Safety Center
Ray Clarkson-Kings River College
Mike D'Amico-El Camino College
Don Fischer-Santa Rosa Junior College
Hugh Foster-Golden West College
Sarah Goodman-Miracosta College
George Hernandez-Grossmont College
Ray Hill-Santa Rosa Junior College
Leon Hoffman-Grossmont College
Derald Hunt-CAAJE
Karl Hutchinson-Sacramento Public Safety Center
Stan Kephart-Riverside Community College
Greg Kyritsis-San Bernardino County Sheriffs Department
Glen Mason-San Bernardino Valley College
Rick Michelson-Grossmont College
Steve Moore-San Joaquin County Sheriffs Department
Denny Pace-Long Beach City College (ret.)
Frank Patino-Rio Hondo College
Art Rankin-Sierra College
Rich Shiraishi-Sacramento Police Department
Broc Stenman-California Department of Parks and Recreation/Monterey Peninsula College
Tom Whitt-Fresno City College

ISSUES IN LAW ENFORCEMENT EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1-5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Articulation with four-year colleges/ Establish a standardized lower division curriculum	44%	36%	12%	8%	
Articulation with academies and training centers/Differentiate between academic and training roles	36%	44%	12%		8%
Computer Literacy	24%	2%	48%	4%	4%
Report Writing	44%	40%	12%		4%
Defensive Driving	21%	17%	13%	25%	25%
Foreign languages for peace officers	8%	20%	36%	28%	8%
Ethics	56%	28%	17%		
Cultural Diversity	40%	48%	12%		
Critical Thinking Skills	80%	17%	4%		
Elimination of duplication within the curriculum	22%	35%	13%	13%	17%
Elimination of fragmentation within the curriculum	17%	33%	17%	25%	13%
Basic skills prerequisites	60%	16%	20%		4%
Use of part-time instructors	17%	24%	20%	24%	17%
Standardized core curriculum	73%	9%	18%		

Issues in Law Enforcement Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The Law Enforcement group divided its list into two parts, General Issues and Curriculum Issues. The following lists reflect those issues in order of priority:

GENERAL ISSUES

1. standardization and implementation of core curriculum;
2. articulation with academies and training centers/differentiation between academic and training roles;
3. establishment of basic skills prerequisites;
4. articulation with four-year colleges;
5. elimination of duplication within the curriculum;
6. elimination of fragmentation within the curriculum;
7. use of part-time instructors.

CURRICULUM ISSUES

1. critical thinking skills;
2. ethics;
3. cultural diversity;
4. report writing;
5. computer literacy;
6. foreign languages for peace officers;
7. defensive driving.

LAW ENFORCEMENT SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following statements was responded to on a scale of 1-5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	58%	16%	26%		
The priorities which emerged appear to accurately represent the consensus of the group.	35%	55%	10%		
The Delphi process saved us time in reaching consensus.	45%	25%	25%	5%	
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	55%	40%	5%		
Individual written responses would have been more useful than group discussions.	5%	11%	11%	37%	37%
There was enough time in the group discussions to meet our objectives.	5%	30%	35%	15%	15%
I would consider using the Delphi process for future projects.	35%	45%	15%	5%	

Appendix C

Documents from Corrections Delphi Meeting

April 30, 1992

PUBLIC SAFETY CURRICULUM PROJECT
CORRECTIONS DELPHI MEETING—4/30/92

FACILITATORS:
Chuck Page-Board of Corrections, STC
Tonie Hilligoss-Sacramento City College
Leo Ruelas-Chancellor's Office, California Community Colleges

PARTICIPANTS:
Fred Allen-Butte College/Public Safety Education Advisory Committee
Doug Benc-Taft Community College/WESTEC
Mary Kay Borchard-Imperial Valley College
Suzie Cohen-Foundation for Continuing Education in Corrections
Ron Havner-San Jose/Evergreen Valley College
Marge Faulstich-West Valley College
Larry Johnson-San Joaquin County Probation Department
Stan Kephart-Riverside Community College
Steve Moore-San Joaquin County Sheriffs Department
Mike Moyers-Yuba College
Denny Pace-Long Beach City College (ret.)
Frank Patino-Rio Hondo College
Mary Kay Rudolph-Sacramento Public Safety Center
Terry Starr-Chief Probation Officers of California/Shasta County Probation Department
Judy Weiss-California Youth Authority
Tom Whitt-Fresno City College

ISSUES IN CORRECTIONS EDUCATION
INDIVIDUAL PRIORITIZATION

Each of the following issues was ranked on a scale from 1-5 with 1 being "very important" and 5 being "not at all important." The figures below represent the percentages of the responses in each category.

	1	2	3	4	5
Underemphasis on corrections education as compared to law enforcement education	46%	31%	8%	8%	8%
Articulation with four-year colleges/ Establish a standardized lower division curriculum	17%	42%	17%	25%	
Articulation with academies and training centers/Differentiate between academic and training roles	23%	46%	8%	15%	8%
Computer Literacy	18%	18%	45%	18%	
Report Writing	25%	25%	33%	8%	8%
Ethics	42%	33%		17%	8%
Cultural Diversity	62%	15%	15%	8%	
Critical Thinking Skills	50%	33%	17%		
Elimination of duplication within the curriculum	18%	18%	36%	18%	9%
Elimination of fragmentation within the curriculum	9%	18%	27%	27%	18%
Basic skills prerequisites	17%	33%	33%	8%	8%
Use of part-time instructors	9%	9%	9%	27%	45%
Need to agree on appropriate training for correctional officers	90%	5%	5%		
Integration of community college and agency training for CYA and CDC	38%	31%	25%		8%

Issues in Corrections Education
Final Group Prioritization

By the conclusion of the modified Delphi process, the group had reached consensus on the issues listed as being most important. The Corrections group divided its list into two parts, General Issues and Curriculum Issues. The following lists reflect those issues in order of priority:

GENERAL ISSUES

1. need to establish a standardized lower division curriculum;
2. need to address the problem of Corrections education being underemphasized as compared to Law Enforcement education;
3. need to integrate community college and agency training for all correctional systems in California;
4. need to articulate with academies and training centers/differentiate between academic and training roles;
5. need for better articulation with four-year colleges;
6. need to eliminate duplication within the curriculum;
7. need to eliminate fragmentation within the curriculum.

CURRICULUM ISSUES

1. critical thinking skills;
2. ethics;
3. report writing;
4. cultural diversity;
5. computer literacy.

CORRECTIONS SUMMARY

EVALUATION FORM
DELPHI PROCESS

Each of the following statements was responded to on a scale of 1-5 with 1 being "strongly agree" and 5 being "strongly disagree." The figures below reflect the percentages of people responding to each answer.

	1	2	3	4	5
The Delphi process was helpful in prioritizing goals.	33%	42%	25%		
The priorities which emerged appear to accurately represent the consensus of the group.	54%	46%			
The Delphi process saved us time in reaching consensus.	27%	46%	27%		
The group discussions were helpful in that they gave us the opportunity to share ideas in a constructive way.	62%	15%	15%	8%	
Individual written responses would have been more useful than group discussions.		8%	8%	15%	69%
There was enough time in the group discussions to meet our objectives.	39%	39%	23%		
I would consider using the Delphi process for future projects.	54%	23%	23%		

Appendix D

Curriculum Data

(Figures do not add up to 100% due to missing responses.)

Curriculum—Corrections

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	67%	0%	0%	0%	0%	50%	8%	0%
2. Intro. to Corrections	8%	42%	0%	0%	25%	25%	17%	17%
3. Intro. to Law Enforcement	25%	0%	0%	0%	25%	17%	8%	17%
4. Criminal Law	67%	8%	0%	0%	0%	58%	0%	0%
5. Crime & Delinquency	8%	33%	0%	8%	8%	0%	25%	8%
6. Juvenile Law & Procedure	25%	42%	8%	8%	0%	25%	33%	0%
7. Correctional Counseling	17%	17%	8%	0%	33%	25%	0%	17%
8. Correctional Trmt. Programs	0%	0%	0%	0%	50%	0%	0%	25%
9. Criminal Justice Process	25%	25%	0%	8%	0%	33%	17%	0%
10. Community Relations	33%	42%	0%	0%	0%	42%	8%	0%
11. Narcotics and Drugs	17%	17%	8%	0%	25%	0%	25%	17%
12. Probation & Parole	0%	25%	25%	0%	25%	33%	8%	17%
13. Correctional Institutions	0%	8%	17%	8%	25%	17%	17%	8%
14. Intro. to Judicial Process	8%	8%	8%	0%	33%	17%	8%	17%
15. Contemp. Justice Problems	8%	0%	0%	0%	42%	0%	0%	17%
16. Work Experience	33%	8%	0%	0%	17%	8%	17%	8%

CAAJE Core Courses

	REQUIRED	NOT REQUIRED	RECOMMENDED
A. Intro. to Admin. of Justice	75%	0%	0%
B. Criminal Procedure	75%	0%	8%
C. Criminal Law	83%	0%	0%
D. Community and Human Relations	75%	0%	8%
E. Intro. to Evidence	58%	17%	0%
F. Intro. to Investigation	33%	25%	25%

(Figures do not add up to 100% due to missing responses.)

Curriculum—Fire Technology

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Fire Technology	55%	32%	7%	0%	3%	74%	7%	3%
2. Fund's of Personal Fire Safety & Emergency Action	10%	29%	7%	0%	36%	39%	0%	23%
3. Fund's of Fire Protection Chemistry	19%	29%	23%	0%	16%	61%	3%	7%
4. Fund's of Fire Protection Systems & Equipment	23%	29%	36%	0%	7%	71%	3%	7%
5. Fund's of Fire Prevention	23%	36%	29%	0%	7%	71%	3%	7%
6. Fund's of Fire Protection	10%	26%	19%	0%	26%	39%	3%	16%
7. Fund's of Fire Service Operations	16%	26%	16%	0%	26%	45%	7%	10%
8. Fire Service Organization & Responsibility	13%	26%	16%	7%	26%	26%	26%	7%
9. Combustion & Extinguishment Theory & Fire Extinguishers	16%	7%	16%	7%	32%	19%	16%	16%
10. Breathing Apparatus, Rescue, & Equipment Safety	19%	13%	23%	7%	19%	23%	23%	19%
11. Ropes, Knots & Hitches	19%	13%	19%	0%	26%	19%	16%	19%
12. Forcible Entry & Ventilation	19%	13%	13%	7%	26%	19%	19%	19%
13. Fire Control Hose & Related Practices	19%	13%	13%	7%	26%	16%	23%	19%
14. Ground Ladders	19%	13%	13%	7%	26%	16%	23%	16%
15. Overhaul; Property ; Conservation & Fire Investigatior	19%	13%	13%	7%	26%	19%	19%	19%
16. Fire Protection Systems	23%	16%	26%	3%	16%	36%	16%	16%
17. Size Up & Communications	19%	7%	16%	3%	26%	16%	23%	19%
18. Wildland Firefighting	23%	26%	19%	3%	23%	13%	39%	19%
19. Intro. to Hazardous Materials	23%	26%	26%	0%	7%	36%	26%	7%
20. Properties of Haz. Materials	23%	16%	29%	0%	16%	32%	26%	13%
21. Safety Issues Related to Hazardous Materials	16%	13%	19%	0%	29%	7%	32%	16%

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
22. Basic Firefighter Training	29%	36%	13%	3%	13%	23%	36%	13%
23. Fire Control-Introduction	23%	7%	16%	7%	29%	13%	29%	19%
24. Fire Control-Basic Operations	26%	7%	13%	7%	26%	13%	23%	19%
25. Fire Control-Structural Firefighting	23%	10%	19%	7%	26%	19%	26%	19%
26. Crash Fire Rescue	7%	7%	3%	7%	42%	3%	19%	23%
27. Auto Extrication	23%	7%	19%	7%	19%	7%	36%	16%
28. Pump Operations	7%	23%	39%	3%	13%	7%	45%	13%
29. Emergency Vehicle Operation	13%	19%	23%	0%	29%	7%	29%	23%
30. Command 1A-Principles for Company Officers	10%	32%	29%	10%	10%	13%	42%	16%
31. Command 1B-Hazardous Materials for Company Officers	7%	32%	26%	13%	10%	16%	42%	13%
32. Fire Investigation 1A-Fire Cause, Origin, and Determinatio	7%	36%	29%	13%	10%	19%	45%	13%
33. Fire Investigation 1B-Tech's of Fire Investigation	7%	26%	16%	13%	23%	13%	26%	13%
34. Mgmt. & Supr. of Fire Service Personnel	7%	26%	26%	10%	19%	13%	36%	19%
35. Fire Prevention 1A-Fire Inspection Practices	7%	36%	26%	13%	10%	16%	42%	16%
36. Fire Prevention 1B-Code Enforcement	7%	36%	23%	10%	13%	16%	42%	13%
37. Fire Prevention 1C-Flammable Liquids and Gases	7%	19%	16%	13%	29%	10%	32%	19%
38. Fire Instructor 1A	7%	36%	23%	13%	7%	16%	42%	13%
39. Fire Instructor 1B	7%	36%	23%	13%	7%	16%	42%	13%
40. Driver/Operator 1A-Emerg. Veh. Operation	7%	16%	26%	13%	19%	13%	29%	19%
41. Driver/Operator 1B-Pump Operations	3%	19%	23%	10%	26%	10%	32%	19%
42. Fire Hydraulics	0%	13%	45%	19%	16%	19%	42%	16%
43. Fire Apparatus and Equipment	3%	16%	39%	3%	23%	10%	39%	19%

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
44. Wildland Fire Control	13%	23%	23%	10%	19%	10%	39%	19%
45. Principles of Building Construction for Fire Suppressior	13%	19%	32%	13%	13%	32%	32%	13%
46. Work Experience in Fire Technology	55%	3%	7%	0%	26%	0%	45%	13%
47. Selected Topics in Fire Technology	26%	10%	13%	0%	26%	3%	19%	29%

(Figures do not add up to 100% due to missing responses.)

Curriculum—Law Enforcement

	Every semester	Once a year	Every 2 years	Every 3 years	Never	Required	Recommended	Neither
1. Intro. to Admin. of Justice (general overview class)	82%	10%	2%	0%	0%	78%	0%	0%
2. Intro. to Law Enforcement	22%	4%	2%	0%	44%	24%	4%	20%
3. Intro. to Corrections	10%	36%	6%	4%	28%	18%	26%	19%
4. Criminal Law I	68%	28%	2%	0%	2%	78%	0%	0%
5. Criminal Law II	22%	10%	0%	0%	42%	18%	6%	29%
6. Criminal Procedure	48%	34%	4%	0%	10%	64%	4%	8%
7. Community Relations	56%	34%	8%	0%	2%	78%	4%	0%
8. Evidence	48%	46%	4%	0%	2%	78%	2%	2%
9. Investigation	47%	41%	8%	2%	2%	48%	32%	2%
10. Report Writing	42%	22%	6%	0%	22%	32%	28%	8%
11. Crime & Delinquency	8%	26%	6%	2%	36%	10%	30%	16%
12. Juvenile Law & Procedure	26%	46%	8%	4%	8%	12%	46%	12%
13. Vice, Narcotics, Org'd Crime	16%	28%	4%	2%	38%	4%	34%	16%
14. Computer Use in C.J.	4%	4%	0%	4%	64%	2%	12%	26%
15. Police Field Operations	24%	40%	2%	0%	28%	20%	28%	16%
16. Intro. to Private Security	2%	8%	6%	0%	60%	2%	12%	26%
17. Intro. to Judicial Process	8%	8%	2%	0%	60%	10%	6%	26%
18. Criminal Justice Process	14%	12%	2%	0%	50%	16%	8%	22%
19. Evidence & the Laboratory	6%	8%	6%	4%	58%	6%	12%	28%
20. Traffic Law	6%	30%	4%	2%	40%	8%	26%	18%
21. Contemp. Justice Problems	6%	4%	2%	0%	62%	0%	12%	26%
22. Work Experience	64%	4%	2%	0%	14%	4%	38%	26%

CAAJE Core Curriculum

	REQUIRED	NOT REQUIRED	RECOMMENDED
A. Intro. to Admin. of Justice	90%	0%	6%
B. Criminal Procedure	83%	4%	8%
C. Criminal Law	90%	0%	8%
D. Community and Human Relations	85%	2%	10%
E. Intro. to Evidence	88%	0%	8%
F. Intro. to Investigation	52%	4%	40%

Appendix E

Administration of Justice
Student Data Sheets

STUDENT DATA

CORRECTIONS SURVEY FORMS

Percentage of students enrolled in Administration of Justice classes in each responding college during the 1990/1991 school year:

0%	0%	0%	0%	8%	25%	58%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Of those, number enrolled in the Corrections component of the A.J. program:

8%	25%	0%	0%	17%	8%	33%
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available: 8%

Percentage of A.J. majors that graduated from each college (after averaging the number of graduates during the past three years):

42%	0%	17%	0%	0%	0%	25%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Of those, percentage in the Corrections component of the A.J. program:

50%	8%	0%	17%	0%	0%	17%
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available: 8%

STUDENT DATA

LAW ENFORCEMENT SURVEY FORMS

Percentage of students enrolled in Administration of Justice classes in each responding college during the 1990/1991 school year:

0%	4%	4%	15%	8%	10%	56%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Of those, percentage enrolled in the Law Enforcement component of the A.J. program:

4%	25%	21%	15%	4%	4%	21%
0-25	26-50	51-75	76-100	101-125	126-150	151+

Those figures are not available: 6%

Percentage of A.J. majors that graduated from each college (after averaging the number of graduates during the past three years):

2%	6%	6%	4%	8%	8%	56%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Of those, percentage in the Law Enforcement component of the A.J. program:

8%	8%	8%	17%	6%	8%	27%
0-5	6-10	11-15	16-20	21-25	26-30	31+

Those figures are not available: 13%

Appendix F

Fire Science
Student Data Sheets

STUDENT DATA

FIRE SCIENCE SURVEY FORMS

Percentage of students enrolled in Fire Science classes in each responding college during the 1990/1991 school year:

7%	32%	7%	7%	0%	7%	39%
0-50	51-100	101-150	151-200	201-250	251-300	301+

Those figures are not available: 3%

Percentage of Fire Science majors that graduated from each college (after averaging the number of graduates during the past three years):

39%	23%	13%	0%	7%	3%	13%
0-10	11-20	21-30	31-40	41-50	51-60	61+

Those figures are not available: 3%